"HOW DO YOU THINK IT WENT?":

AN EXPLORATORY STUDY OF COOPERATING TEACHER FEEDBACK ABOUT PRESERVICE TEACHERS' LITERACY INSTRUCTION

by

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Maria Genest, Ed.D.

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This study examines the nature of discourse about literacy instruction that occurs within the field placement. Using a comparative case study design within three first and second grade classrooms, participants conducted four read-aloud lessons over the duration of the study. Written and verbal post-lesson conference feedback were analyzed for evidence of discussion about high quality read-aloud instruction. The findings suggest that cooperating teachers provided limited feedback about literacy instruction; however, with the implementation of a feedback tool in the second phase of the study, post-lesson discussion with preservice teachers about the features of a high quality read-aloud lesson was more prevalent. These results suggest that cooperating teachers and preservice teachers may benefit from an explicit focus on feedback and that university supports in the form of a feedback tool may be one way to emphasize, and thus improve, knowledge about literacy instruction.

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ACKNOWLEDGEMENTS

This dissertation focuses primarily on mentoring and dialogue that supports growth and learning and I have been the happy beneficiary of countless conversations from many mentors, friends, and family throughout this process.

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1.0 INTRODUCTION

Teacher preparation programs are increasingly under scrutiny to demonstrate that their graduates are well prepared for the rigors of the current classroom environment (U.S. Department of Education, 2011). One of the key ways that a university can support preservice teacher learning is through the design of a coherent program in which field experiences and coursework are aligned (Grossman, Hammerness, McDonald, & Ronfeldt, 2008). This alignment creates a context in which practices and content learned in methods classes are explicitly connected to teaching opportunities in field experiences.

The field experience is a critical component of elementary teacher preparation. Ideally, in those classrooms, preservice teachers get opportunities to plan, enact, and reflect on their instruction in a supportive environment. These opportunities can vary greatly from one classroom to the next. There is a vast continuum in which school culture, curricular demands, cooperating teachers' mentoring abilities, and instructional capacity are intertwined. Within teacher preparation programs, cooperating teachers play a central role in shaping the beliefs, knowledge and teaching opportunities of preservice teachers (Valencia, Martin, Place, & Grossman, 2009). However, universities often rely on school administrators to select cooperating teachers, leading to very high variability in experience, beliefs, and mentoring ability (Grossman et al., 2008).

Literacy instruction is at the core of elementary education; therefore, it is critical that preservice teachers who are preparing to be elementary educators have an especially strong foundation in supporting student literacy learning (International Reading Association, 2007). During the field experience, preservice teachers must negotiate an alignment between the theoretical perspectives and instructional practices emphasized in their literacy coursework and those espoused and enacted by their cooperating teachers (Valencia et al., 2009). The observations and conversations that occur throughout the field experience are essential to this negotiated experience. This research study examines the nature of the written and verbal feedback cooperating teachers provide to preservice teachers as they enacted read-alouds and provides insights into the dialogic dimensions of the field experience context.

1.1 PURPOSE OF THE STUDY

The purpose of this study was to investigate the nature of the feedback that cooperating teachers provide to their preservice teachers about effective read-aloud enactments. This feedback is examined within the contextual backdrop of the field experience. This backdrop includes the beliefs about mentoring and literacy instruction that cooperating teachers bring to the classroom, and the constraints and affordances, (i.e. curricular materials and instructional practices), that characterize the field placement context. This study also examined to what extent support from university teacher preparation programs influences the mentoring of preservice teachers in their attempts to implement high-quality read-alouds in elementary classrooms.

1.2 RESEARCH QUESTIONS

The following research questions guided this work:

1. What is the nature of cooperating teachers' written feedback to preservice teachers during read-aloud lessons?
2. What is the nature of the post-lesson conference between cooperating teachers and student teachers after read-aloud lessons?
3. How does a literacy-focused feedback tool support cooperating teachers as they provide written and verbal feedback to preservice teachers?
4. How do preservice teachers perceive the feedback about their read-aloud enactments?
5. To what extent do preservice teachers' read-aloud enactments change as a result of the feedback?

1.3 DEFINITIONS

The following terms will be used throughout this document:

Cooperating teacher- an experienced classroom teacher who mentors a preservice teacher during the field experience component of a teacher preparation program. He or she provides daily support for the novice teacher as they learn about the teaching profession and instructional practices.

Field experience- a practicum in which preservice teachers, typically undergraduate or graduate students, are placed in K-12 classrooms to learn from expert mentor teachers. This is a closely

supervised setting in which the students are observed regularly and given opportunities to enact lessons with K-12 students.

Preservice teacher- a novice teacher who has not yet entered his or her professional teaching career. Typically, this term applies to those enrolled in a college or university teacher preparation program.

Read-aloud- a literacy practice in which teachers orally read a text to a group of children.

1.4 CONCEPTUAL FRAMEWORK

Conceptual frameworks are useful tools for representing and explaining the main conceptual ideas within a study and how they relate to one another (Miles, Huberman & Santaña, 2014). This study uses theories of situated cognition (Lave & Wenger, 1991) and social constructivism (Vygotsky, 1978) to describe the learning context within three field placement classrooms as well as how language mediates and influences preservice teacher learning. As shown in Figure 1, the "pedagogies of practice" framework (Grossman et al., 2009) encompasses the specific professional learning experiences that connect classroom contexts and mentoring conversations within teacher education.

Figure 1. Conceptual framework outline

1.4.1 Situated Cognition

Lave and Wenger's (1991) theory of situated cognition serves as a foundation for the close examination of the field experience classroom within its larger context. The field experience classroom is an environment in which novice teachers gradually increase their participation in the culture and practices of a school community, thus learning about teaching as they teach, guided by more experienced colleagues. Putnam and Borko (2000) explain further, stating, "…that the physical and social contexts in which an activity takes place are an integral part of the activity, and that the activity is an integral part of the learning that takes place within it" (p. 4). The learning that occurs within field placement classrooms transpires within dynamic, complex settings with multiple factors that influence the development of teaching knowledge. Each classroom is situated within a particular grade level, school, and district, with policies, curricula, and teachers interacting continuously within that context. This larger context forms a community of practice where preservice teachers enact lessons, discuss issues, and develop their pedagogical skills and professional identities.

Figure 2 shows that the field placement classroom is one component within the larger teacher preparation program. Prior to entering the culminating student teaching experience, preservice teachers have completed courses in which they must observe lessons, discuss and reflect on those lessons, and then possibly enact them in supported settings. The community of practice that exists in each of those settings influences preservice teacher development and provides a basis for the intense teaching and reflection that happens during the final student teaching experience.

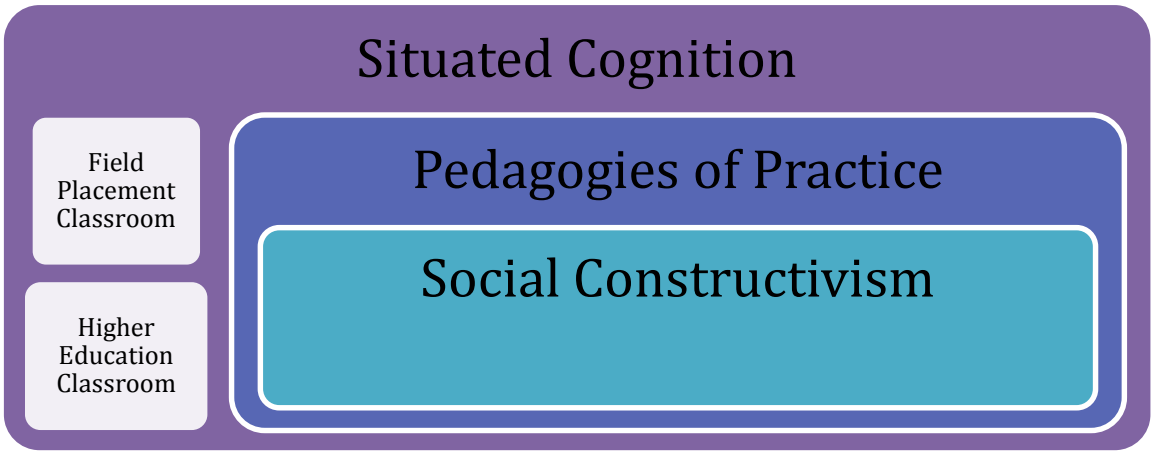

Figure 2. Situated cognition

1.4.2 Pedagogies of Practice

"Pedagogies of practice" are the observations, reflections, discussions, and lesson enactments that constitute teacher preparation programs (Grossman et al., 2009). In their comprehensive study investigating how people are prepared for relational professions such as the clergy, clinical psychology, and teaching, the authors identified three key concepts: representations, decomposition, and approximations of practice. These concepts are critical to understanding how novices learn the practices of each of their respective professions. This study found that

representations, decompositions, and approximations are present to a varied extent in the professional preparation of the clergy, clinical psychologists, and teachers.

For example, within teacher preparation programs, novices observe multiple representations, or models, of instructional practices in multiple situations. In both coursework and fieldwork, preservice teachers observe teacher educators and classroom teachers conduct lessons. There may also be video representations of lessons to serve as models for preservice teachers. Then decomposition of those practices is required; that is, "breaking down complex practice into its constituent parts for the purposes of teaching and learning" (p. 2069). It is at this point that discourse around a teaching practice occurs, where lesson components are outlined, elaborated and designed in both coursework and field experience settings. Along with providing learners with multiple representations of a practice, and breaking it down into its components, learners have multiple opportunities to approximate the practice, or try it out in public, with coaching and support from experts in the profession. In teacher preparation, students try out lessons in the field and in university classrooms with peers, gaining experience in enacting a practice. These three pedagogies of practice provide novices with significant support as they learn about their profession and are critical to an understanding of how preservice teachers learn about teaching.

Teacher preparation programs utilize these three facets of clinical preparation in multiple ways in a variety of contexts. Figure 3 illustrates that representations of teaching are modeled by teacher education faculty as well as by cooperating teachers in the field placement. Preservice teachers observe these representations and begin to add them to their teaching repertoire. Decompositions of instructional practice are guided by the use of written and verbal feedback from teacher education faculty on course assignments, as well as cooperating teachers, and

university supervisors in the field placement classroom. Lesson enactments, or approximations, by preservice teachers occur regularly within the field experience classroom. The discussions and feedback that then occur begin a recursive process in which there is continuous modeling of lessons, discussions about the lessons, and enacting the lessons until all parties are confident in the capabilities of the preservice teacher. This framework serves as an important guide for looking at the specific interaction and processes that occur when preservice teachers are learning about teaching.

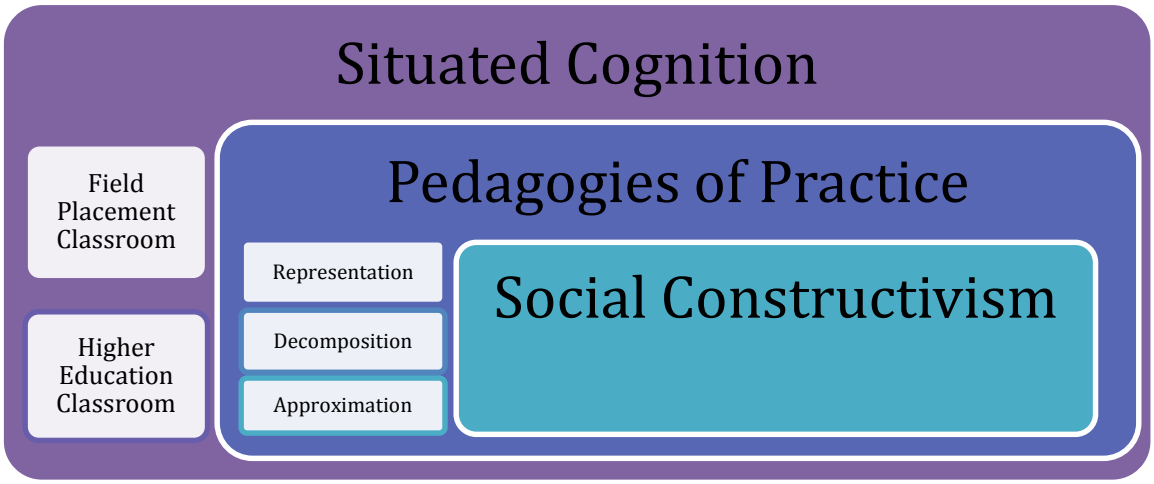

Figure 3. Pedagogies of practice

1.4.3 Social constructivism

Vygotsky's (1978) theory of social constructivism emphasizes the social nature of learning and language as a tool for mediating learning. Further, scaffolding and instruction by more competent peers support development in ways that move beyond what an individual can do independently. In teacher preparation contexts, the discourse between cooperating teachers and their student teachers exemplify this relationship and the construction of knowledge that occurs in the field placement. During the field experience, the written and verbal feedback that is

provided to preservice teachers aids in their understanding and development as educators. This feedback can also serve as the basis for reflective interactions between the cooperating teacher and preservice teacher. For this study, a data-gathering tool was designed in order to support cooperating teachers in their feedback practices. This feedback tool serves an externally oriented function in which to orient behavior. In this way, the Literacy Instruction Feedback Tool (LIFT) was designed to shift cooperating teachers' attention to specific literacy instructional practices that may help support preservice teachers' learning and teaching (Vygotsky, 1978).

Feedback is the basis of reflection about a lesson. Risko, Roskos, and Vukelich (2005) explain that guided reflection is an instructional procedure that can support the co-construction of knowledge about teaching in a field placement setting. When preservice teachers are provided with specific guidelines for reflecting about their teaching practice, they can think more critically and engage more deeply with the complexities of the profession.

As Figure 4 demonstrates, the mediated, social construction of knowledge within teacher education occurs through the situated contexts of higher education and field placement classrooms. Preservice teachers are then provided with representations, or models, within those contexts. Cooperating teachers, university supervisors, and teacher education faculty decompose those models through written and verbal feedback, reflection and discussion. Those representations and decompositions lay the groundwork for the approximations of practice, or lesson enactments, that take place. The pedagogies of practice are nested between the learning contexts and communication practices that are essential components of teacher preparation. Thus, this integrated conceptual framework provides the foundation for this research study.

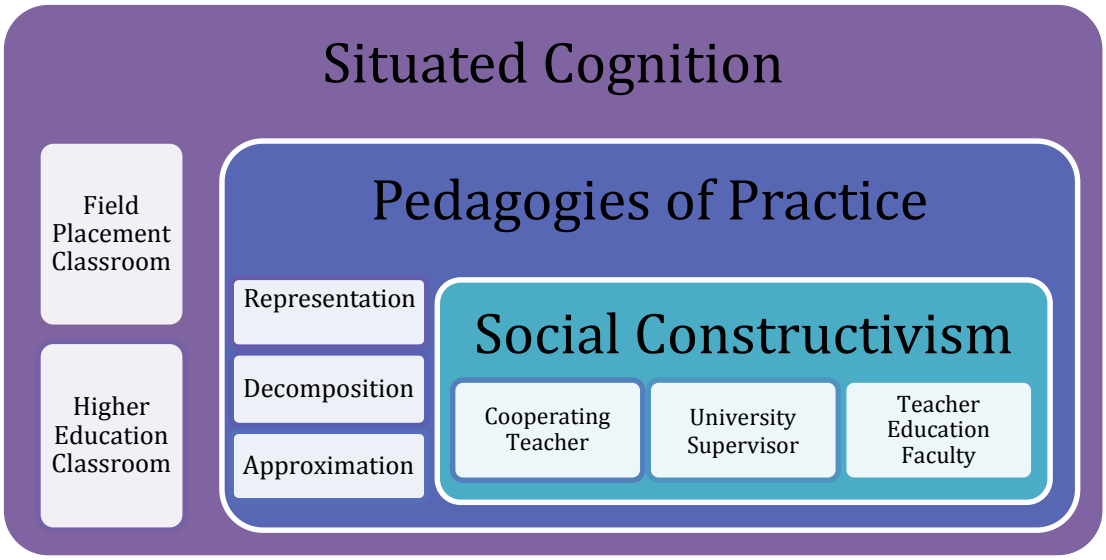

Figure 4. Conceptual framework

2.0 LITERATURE REVIEW

2.1 TEACHER EDUCATION

University-based teacher education is the primary path toward teacher certification in the United States. In the 2009-2010 academic year, eighty percent of teacher preparation program completers were from traditional (Institution of Higher Education or IHE) undergraduate or graduate programs (U.S. Department of Education, 2013). Through a combination of coursework and fieldwork, preservice teachers are immersed in the content and pedagogical knowledge required to become professional educators. Subsequently, novice educators must transition from the closely supervised and supported environment of the IHE to functioning as professionals with significant responsibilities and challenges. Many new teachers struggle with this transition and eventually leave the profession.

Retaining resilient, experienced, highly qualified teachers in our schools is critical. Using federal data from the 2011-2012 school year, Malkus, Hoyer, and Sparks (2015) determined that 68% of all public schools had at least one teaching vacancy. Fifteen percent of all public schools had a teacher vacancy in at least one difficult-to-staff subject area, such as math or special education. The teaching force has also become less stable, with attrition rates rising steadily since the late 1980's (Ingersoll, Merrill & Stuckey, 2014). In fact, 41% of beginning teachers leave the field within five years (Perda, 2013). This attrition rate, along with increased emphasis

on student outcomes, has placed additional scrutiny on university teacher preparation programs to determine what makes their graduates successful or unsuccessful once they embark on their teaching careers (National Council for Accreditation of Teacher Education, 2010).

A longstanding critique of teacher education programs has been that fieldwork and coursework are often only loosely connected (Beck & Kosnik, 2002; Lesley, Hamman, Olivarez, Button, & Griffith, 2009; Moore, 2003; Shantz & Ward, 2000). University courses are perceived as being theoretical spaces, while classrooms are seen as places where authentic teaching practice occurs. This is what Feiman-Nemser and Buchmann (1985) described as the "two worlds pitfall"; that is, the dissonance that often occurs during the field experience as preservice teachers see a misalignment between university coursework and classroom practice.

A recent report by the National Council for Accreditation of Teacher Education (NCATE, 2010) calls for a more clinically based teacher education program; one which would place well-designed field experiences in the center of teacher preparation. This model would provide preservice teachers with more opportunities to learn to teach in a scaffolded setting. However, there is limited research that describes features of effective field experiences. In the next section, I highlight studies that have begun to critically examine the field experience and its influence on teacher outcomes.

2.2 FIELD EXPERIENCE

There has been a growing interest in the field experience because it is a significant aspect of teacher preparation. Recently, researchers have begun to examine features of the field experience that may best contribute to the preparation of effective teachers. For example, Sailors and her

colleagues (2004) completed a study of eight Sites of Excellence in Reading Teacher Education (SERTE) and analyzed the quality and structure of early field experiences (prior to student teaching.) These field experiences were believed to have promising features for description and analysis because they were considered part of exemplary teacher preparation programs. The authors found that early field experiences in these programs shared four features: (a) opportunities for reflection and responsive teaching; (b) scaffolded field experiences, (c) exposure to a variety of contexts (grouping, developmental levels and cultural backgrounds of children); and (d) one-on-one tutoring experiences with struggling readers. Similarly, Lacina and Block (2011) investigated six teacher preparation programs that had received the International Reading Association's Certificate of Distinction, and found that carefully designed, relevant field experiences were considered to be the most important programmatic feature within these exemplary programs.

Researchers have also completed innovative statistical analyses of data collected from a large-scale study of New York City teachers to determine the effectiveness of the field experience. Grossman, Hammerness, McDonald, & Ronfeldt (2008) examined the relationship between preservice teachers' perceptions of program coherence to features of the field experience. Programs that were perceived as coherent provided students with an aligned vision of teaching and learning that occurred across school and university settings, as well as specific structures that consistently worked together to link university coursework and fieldwork. The authors found that coherent university teacher education programs were more likely to include control over the selection of cooperating teachers, more frequent supervisor observations, and more opportunities for supervisors to meet with university faculty.

Ronfeldt (2012) extended these findings, completing one of the first studies that examined field experience effectiveness by linking school characteristics to later student and teacher outcomes. Working under the assumption that "better functioning schools with more desirable conditions for practice will be the ones where teachers will want to stay (easier-to-staff)" (p. 8), this study investigated whether beginning teachers who completed their field experience in easier-to-staff schools had better or worse retention rates and student outcomes than those prepared in harder-to-staff schools. The results suggest that easier-to-staff schools were more effective field placements because teachers prepared in those schools had higher retention and better student outcomes over the next five years, even if those individuals went on to teach in harder-to-staff schools as beginning teachers. This study provides evidence that an effective field experience setting has long-term implications for both teachers and students.

The importance of a coherently designed program with relevant field experiences is clear. However, teacher education exists in a complex system and it can be challenging to design such programs. These challenges include the politics involved in selecting cooperating teachers, such as whose "turn" it is to mentor. In some cases, this translates into who has the current opportunity to impact, support, and guide a new, aspiring teacher. In other cases, "having a turn to mentor" might be understood as who has a right to having a student teacher, and thus having "an extra pair of hands" in the classroom. Further, a cooperating teacher who has students with additional instructional needs may choose to either opt out of mentoring or request a student teacher for that additional support. There are also testing pressures that may limit the capacity a teacher has to invest in the emotional and instructional support required for an adult learner, which is inherent within the mentoring process. Assigning cooperating teachers is increasingly conducted at the district level, which may make it difficult for universities to cultivate

relationships with individual schools and educators. In addition, stipends provided to cooperating teachers are minimal relative to the amount of time and work involved, and our teacher evaluation systems do not provide credit or incentive for serving in this role.

This complex system includes many stakeholders: teacher educators designing research-based coursework, university-based supervisors (often retired teachers or principals) who observe preservice teachers in the field, and cooperating teachers who shape the knowledge and experience of preservice teachers on a daily basis. Each stakeholder has a set of beliefs and practices that they promote in the work of preparing teachers (Anderson & Stillman, 2013; Darling-Hammond, 2006; Graham, 2006; Valencia et al., 2009). Acknowledgement of these multiple stakeholders forms the basis of Zeichner's (2009) work in which he argues that a "third space" is needed in which stakeholders collaborate to prepare teachers in innovative ways. It is in this space that preservice teachers can develop in both knowledge and pedagogy from all participants and academic knowledge, acquired from higher education spaces, is not privileged over the knowledge of cooperating teachers. This approach would transform the traditional theory and practice divide and help to dissolve the boundaries between the critical work that occurs in teacher education and field placement classrooms. In the next section, I discuss the influence of the cooperating teacher within this complex system.

2.3 COOPERATING TEACHERS AND FEEDBACK

Cooperating teachers and university supervisors play a critical role in negotiating the space between coursework and classroom teaching. Borko & Mayfield (1995) found that preservice teachers' "perceptions of their cooperating teachers' influence were associated, to some degree,

with the cooperating teachers' views of their roles and with the nature and extent of student teacher/cooperating teacher interactions" (p. 513). Another more recent study found that the quality of the cooperating teacher was the strongest predictor of preservice teachers' perceptions of instructional preparedness and efficacy (Ronfeldt & Reininger, 2012).

Clarke, Triggs, and Nielsen's (2013) examination of the research on cooperating teachers underscores these points. The authors provide multiple categories of cooperating teacher participation in the field experience, identifying various forms of engagement within this situated practice. The first role they ascribe to cooperating teachers is that of being "Providers of Feedback." While this may take multiple forms and can range from being directive to reflective in nature, their review emphasizes that the ability of cooperating teachers to provide useful feedback to preservice teachers is one of the most important facets within their role as mentors.

Graham (2006) provides a useful construct when thinking about the role of the cooperating teacher in the field experience. Using survey (n=95) and interview data (n=25), the author found that cooperating teachers fell into two groups, identified by the dominant approaches to their role within the field experience. While both groups described having similar expectations for their preservice teachers, they enacted these expectations differently. Graham (2006) describes one group as "maestros," that is, teachers who dominated the classroom, loved teaching, and encouraged preservice teachers to copy their instructional practices. In these contexts, "maestros" did not help their preservice teachers construct meaning from classroom events or engage in discussions about professional decision-making. In contrast, some cooperating teachers were described as "mentors" in that they viewed their roles as those in which analysis of classroom events was encouraged and feedback was dialogic in nature. These findings suggest that the way that cooperating teachers view their role within the teacher

preparation system is linked to how they communicate with preservice teachers in their classrooms.

In elementary school classrooms, preservice teachers must negotiate how to make instructional decisions about appropriate literacy instruction based on both coursework and fieldwork experiences. This can be challenging due to the complex nature of literacy instruction in elementary school. Preservice teachers are often eager to apply their knowledge about literacy instruction with "real" students, while cooperating teachers are keenly aware that they are held accountable for student learning outcomes. In a study of literacy practices of preservice teachers and their cooperating teachers in 22 elementary schools, Moore (2003) found that when preservice teachers are confronted with dissonance between the instructional theories and practices espoused in university courses and the instructional decisions that occur in classrooms, they often adhere to the practices in the field experience. This occurs for a variety of reasons, most notably the need for preservice teachers to maintain a positive relationship with their cooperating teachers. Lesley and colleagues (2009) analyzed interaction patterns between 19 preservice and cooperating teacher pairs and found additional evidence for this phenomenon, documenting that preservice teachers primarily imitate and replicate the "working" instructional practices of their cooperating teachers with little opportunity to question these practices.

Opportunities for inquiry and discussion about instructional practices, as well as the myriad of procedural and management decisions that teachers make every day, are critical. Feedback is one way to elicit inquiry and launch into a thoughtful discussion of instruction. Preservice teachers often cite a need for more explicit feedback from cooperating teachers in order to negotiate this decision-making process (Beck & Kosnick, 2002). Shantz and Ward (2000) conducted a study in which they asked preservice teachers to complete questionnaires

about the field experience. The respondents articulated a need for more positive, constructive feedback from cooperating teachers. The authors propose that "organized talking" would be beneficial for preservice teachers, but acknowledge that there is a power differential between cooperating teachers and preservice teachers that can impede productive discussions.

Valencia and colleagues (2009) provided additional evidence of the need for feedback in their study of nine preservice teachers engaging in the elementary and secondary language arts field experience component of their preparation. The authors described a continuum of interactions, ranging from mimicking to neglect, between preservice teachers and their cooperating teachers that influence preservice teacher development. Similar to Lesley et al. (2009), the authors found that at one end of the continuum, preservice teachers were expected to mimic the practices of their cooperating teachers. This was the case in three of the nine classrooms included in this study. In two classrooms, preservice teachers engaged in "grounded experimentation," in which they would grapple with instructional decisions about language arts and classroom management and have lengthy debriefing sessions with cooperating teachers. The final four classrooms also were spaces that allowed for experimentation but without the grounding and scaffolding of the cooperating teacher. Thus, the authors described these scenarios as ones of "benign neglect." In these classrooms, cooperating teachers provided little support or feedback to the preservice teachers. In every case, there were lost opportunities for cooperating teachers and preservice teachers to have systematic debriefings about lessons and discuss language arts instruction in substantive ways. Informal conversations were frequent, but they often centered on classroom management, planning, procedures, and praise.

The absence of systematic feedback may be due to inadequate training for cooperating teachers in mentoring practices that would support their preservice teachers. While mentoring

and induction programs for first-year classroom teachers are relatively common, cooperating teachers are expected to share their expertise and classroom with little collaboration with university faculty or supervisors within teacher education programs. In a recent policy brief, Grossman (2010) called for redesigning the clinical education element of teacher preparation, imploring programs to a) invest in common formative assessment tools that provide effective feedback to preservice teachers and b) collaborate with districts and classroom teachers to provide high-quality practice opportunities for future teachers.

While there are few models available for providing feedback to preservice teachers, there are general principles on which to create feedback and assessment tools that support teacher learning. Scheeler, Ruhl & McAfee (2004) state, "…feedback that is immediate [occurring within a few hours of the instructional event], specific, positive, and corrective holds the most promise for bringing about lasting change in teaching behavior"(p. 405). In addition, it is critical to provide learners with guidance about their progress toward a clear learning goal along with opportunities to use that feedback in a timely fashion.

A few studies have addressed the need to support cooperating teachers in providing constructive feedback to preservice teachers. Dever, Hager, and Klein, (2003) provide one example of a collaborative workshop for cooperating teachers focused on feedback. Thirty-two participants were guided through a process using video examples of preservice teachers enacting instruction, in which they learned to provide specific feedback about the instruction. The authors offered cooperative teachers a model of providing post-observation lesson feedback in which they first write field notes describing, as objectively as possible, the events that occurred during the lesson and then writing constructive feedback based on those events. Cooperating teachers were overwhelmingly positive about the experience acknowledging that previously, they were

"horrible" at giving feedback (p. 252). Participants also found it helpful to meet with other cooperating teachers in this setting and discuss shared challenges and rewards of hosting a preservice teacher in their classrooms. While limited in scope and sample, this study provides one example of the kinds of support that cooperating teachers may need to fulfill their increasingly important roles in the teacher preparation process.

Tang & Chow (2007) designed an instrument for university supervisors to provide feedback to preservice teachers. The "learning-oriented field experience assessment" or LOFEA, takes a developmental stance and provides preservice teachers with evidence of their progress towards meeting learning goals within particular domains of teaching. Similar to the work of Dever, Hager & Klein (2003), supervisors were encouraged to rely on objectively recorded evidence as the catalyst for the post-lesson conference.

This emphasis on gathering evidence during the lesson observation is a critical step in providing preservice teachers with the constructive feedback they are seeking. There are multiple examples of data-collection tools that may be used to support dialogue between cooperating teachers and preservice teachers. These models include scripting segments of the lesson, conducting a proximity analysis, which provides teachers with a visual image of their movements around the classroom, diagramming the verbal flow to gather evidence of how classroom discussions transpired, collecting numeric data such as number of questions asked or number of times another action occurs, and video- and audio-recording lessons. These methods emphasize focused observations and data-collection that can then be used to launch successful feedback conferences (Acheson & Gall 1997; Pitton, 2006).

The literature on feedback can guide teacher preparation programs as they consider how to best meet the needs of the many stakeholders at work within the field experience. Along with

a plethora of other tasks, cooperating teachers have to balance their responsibilities to the young students in their classroom with their role as mentors to student teachers (Wang, & Odell, 2003). There may be tension in trying to navigate these two positions, particularly in high-stakes testing environments. Thus, teacher educators need to examine the larger structures within teacher preparation. Wideen, Mayer-Smith, and Moon (1998) called for an ecological approach to research on learning to teach, an approach in which the interrelated, contextual relationships between participants in the system are addressed. While progress has been made in that regard, it also seems clear that the studies examining feedback indicate a fractured system in which there is dissonance and conflicting expectations between universities and schools, as well as from classroom to classroom. Alleviating these tensions are particularly critical in light of recent research on how coherent teacher preparation programs have long-term implications for teacher retention (Grossman, Hammerness, McDonald, & Ronfeldt, 2008). The types and models of feedback provided to preservice teachers, and their perceptions of its value, fit within the complex system of the field experience. While discreet steps can be taken to improve feedback, it cannot be disconnected from its relationship to the larger moving parts within the system, such as coursework, cooperating teacher beliefs, and university teacher preparation design as a whole.

2.4 LITERACY INSTRUCTION: INTERACTIVE READ-ALOUDS

Teaching children to read, write, analyze and respond to texts is the cornerstone of elementary education. Through a variety of evidence-based instructional practices, teachers spend a majority of the school day supporting students in becoming enthusiastic and capable readers. Read-alouds are one way to model fluent reading as well as the automatic cognitive processes that occur when

one reads. By reading aloud to students, teachers can demonstrate and make visible their thinking about the text and immerse students in making meaning from text.

Trelease (2001), well known in both professional and popular circles for his development of *The Read-Aloud Handbook* and its subsequent editions, describes many benefits to reading aloud. He has been a strong advocate for the practice and he emphasizes that reading aloud to children is pleasurable and motivating, exposing them to increasingly challenging reading skills. These skills are a key factor in school and community success. Trelease's (2001) work has provided parents and teachers with not only a compelling argument for the practice, but a guide entitled the "Dos and Don'ts of Read-Aloud" (pp.106-112), which is useful for those needing support as they implement the read-aloud with children. These include emphasizing the author and illustrator, reading at the appropriate pace, as well as putting down a poor book choice, reading books whose storylines are unknown to children, encouraging questions from children during the reading, and selecting books that one enjoys reading aloud.

Text selection is an important element of the read aloud process, and teachers may therefore choose particular selections for a number of different reasons. Like any literacy transaction, readers may approach the read-aloud from a variety of stances ranging from the aesthetic to the efferent; that is, read-alouds can offer invitations for students to have literary engagements for pleasure reading or for informational purposes, or for some combination of both of these elements (Rosenblatt, 1994). Thus, teachers will want to consider the overall purpose of a particular read aloud and may make very different choices when selecting a text designed to simply give students the pleasure of listening to a great book, as opposed to when choosing a book with a particular instructional purpose in mind. Likewise, teachers may make different read aloud choices when their objective is to help children to develop a general literary response

than they would when choosing books that will help students to develop a particular skill set or gain access to a specific type of information (Bradley & Donovan, 2010; Sipe, 2002).

One of the purposes for reading aloud in the classroom is developing students' vocabulary knowledge. Using carefully chosen texts, teachers can select interesting words for explicit instruction that will build students' vocabulary knowledge (Beck & McKeown, 2001; Beck, McKeown, & Kucan, 2002). As students learn new words from read-aloud texts, they can then begin to use them in conversation, as well as independent reading and writing tasks. Rereading texts aloud has been found to be beneficial for word learning as well, particularly when words were directly taught during the reading (Biemiller & Boote, 2006; McGee & Shickedanz, 2007). Steuber (2013) extended these findings and compared the effects of three models of vocabulary instruction during read-alouds with kindergarten students. The author found that read-alouds which integrated explicit instruction of vocabulary words and included a post-lesson discussion of the target words had the largest effect on students' receptive and expressive word learning and maintenance of the words, when compared to reading aloud with a post-lesson questioning session and reading aloud with no post-lesson activity.

The benefits of reading aloud exist for both narrative and expository texts. Kraemer, McCabe and Sinatra (2012) discovered that 75% of the first grade students in their study preferred listening to expository text over narrative text. In addition, participants who listened to expository text had better listening comprehension of expository text than their peers who had typical classroom read-alouds. Expository text can serve as a bridge for students as they increase literacy skills and learn disciplinary content. Heisey and Kucan (2010) investigated how questioning during read-alouds could influence acquisition of science concepts. They found that first and second grade students had a richer understanding of the work of scientists when asked

questions during read-alouds of expository text. Students who were only asked questions after the read-aloud had more limited understandings of the concepts presented.

Hintz and Smith (2013) provide an example of how to use the read-aloud as a way to explore mathematical ideas and concepts. They outline a process by which teachers can "mathematize" texts for this purpose. This process includes careful selection of the text, exploring the key mathematical concepts, and extending the text through writing, discussion, and drawing. This process allows teachers and students to have an engaging discussion with mathematically interesting texts that facilitate the integration of math concepts and literacy. In their work, the authors found that teachers were enthusiastic about the potential impact this kind of read-aloud might have on student learning.

The benefits of the read-aloud are linked to the teacher's instructional purpose. While a text can be read for pleasure alone, strict curricular mandates and testing have caused teachers to have to creatively leverage their time. Read-alouds that integrate dialogue and discussion have the potential to be one of those high-leverage practices. In an ethnography of one exemplary second grade teacher, Worthy, Chamberlain, Peterson, Sharp, and Shih (2012) describe how the teacher encouraged dialogue in her read-aloud enactments through various discourse moves. By using invitations such as "say more about that" and allowing students to relay personal connections such as "I feel scared", the classroom teacher constructed meaning with students and encouraged student engagement with text. In addition, these read aloud experiences provided a safe environment for students to learn about their peers and themselves. When read-alouds are structured with a specific purpose, students can increase many foundational literacy skills, while also learning new vocabulary and expanding their knowledge of comprehension. A carefully

designed read-aloud event with a specific purpose in mind can have many benefits for student literacy growth.

2.4.1 Read-aloud Models

Reading researchers offer some consensus about the elements of an effective read-aloud in elementary classrooms. In some cases, this consensus seems to have emerged from studies that demonstrate gaps or mixed effects from read-alouds that do not meet certain criteria. For example, Hoffman, Roser, & Battle (1993) asked 537 preservice teachers to answer a questionnaire describing the most recent read-aloud experience in their placement classrooms. Based on this data, they found that read-alouds were often disconnected from larger units of study, had little discussion, and frequently had no follow-up reading or writing response tasks. In a similar vein, Meyer et al. (1994) suggested mixed effects when investigating the impact of storybook read-alouds on reading achievement with kindergarten and first grade children. Specifically, the authors found that while adult read-alouds clearly provided indirect benefits to children, such as increased vocabulary knowledge and language acquisition, the practice was most beneficial when part of a reading program that includes attention to print-related skills, such as phonemic awareness and word recognition. These studies demonstrate a shift into rigorously examining the design and purpose of the read-aloud as an instructional practice.

Preschool is the first formal “schooling” experience for many children and it is important to learn how teachers enact the read-aloud in this context. Pentimonti and Justice (2011) examined the ways in which five Head Start preschool teachers scaffolded a read-aloud with preschool students. They found that all five teachers used predominantly low-support scaffolds such as generalizing, reasoning and predicting in their read-aloud, while providing very limited

use of high-support scaffolds such as co-participating, reducing choices, and eliciting. Interestingly, in a questionnaire, the preschool teachers perceived that they used low and high support scaffolds almost equally while reading aloud, thus indicating a discrepancy between their perceptions of their scaffolding and the reality of the read-aloud experience. Lennox (2013) also focused on preschool read-alouds, emphasizing the research support behind enhancing the read-aloud in specific ways, including improving teachers' pedagogical knowledge about students and literacy, selecting a wide range of read-aloud texts, improving the quality of interactions, such as scaffolding and questioning, and focusing on building vocabulary knowledge through reading aloud texts. In these ways preschool students should be provided with a strong foundation in a variety of high quality literacy experiences through a range of texts. Wiseman (2011) provides an example of how this may look with young children, taking us into an urban kindergarten classroom in which the teacher provides students with a rich read-aloud experience every day. Wiseman (2011) emphasizes the teacher's skill in selecting engaging texts and her emphasis on students' questioning and interacting with the text. In this study, the teacher constructed knowledge with students using four main scaffolds: confirming statements, modeling her thinking about the text, extending students' thinking about the text, and encouraging students to build meaning together. In these ways, the read-aloud became an important tool for developing student literacy knowledge and a positive classroom community.

The emphasis on student learning through the read-aloud continues to hold true in the early grades. For example, Brabham & Lynch-Brown (2002) conducted an experimental study with 117 first and 129 third grade students in which three styles of reading were examined for influence on student learning. The first style was "just reading", in which teachers read the text with no questions or comments made before, during, or after reading. In these read-alouds, talk

by both teachers and students was discouraged, possibly due to the teacher using the read-aloud as a "time-filler", assuming that the purpose of the reading was to simply enjoy the story for pleasure. Alternatively, teachers used an "interactional-style" when reading aloud a text, that is, the teacher would read and discuss the text simultaneously. Finally, teachers used a "performance-style", in which they "performed" the text without interruption, allowing for questions and comments before and after reading. The authors found that while all read-aloud styles increased vocabulary acquisition, the interactional and performance style of reading aloud provided statistically significant gains in student vocabulary knowledge. There were inconsistent results on comprehension measures. The authors conclude that while there may not be a "best" way to read-aloud in the classroom, teachers can use the information from this study to better match their instructional purpose to their read-aloud style.

Versions of the interactive read-aloud seem to be the most effective way to increase student vocabulary and comprehension knowledge. One example is Text Talk (Beck & McKeown, 2001), which emphasizes comprehension and constructing meaning from carefully selected and prepared texts, through strategic questioning and direct vocabulary instruction at predetermined stopping points. Because many students enter school with limited vocabulary knowledge, this kind of structured read-aloud is one way to expose students to new, robust words under the guidance of a knowledgeable teacher. Kindle (2009) observed four primary grade teachers to determine how they integrated vocabulary instruction in their read-alouds. She found that while every teacher used an interactive style with specific words chosen for instruction, each one did so in different ways. Kindle (2009) surmises that there are intangible beliefs about word-learning and child development that influence teachers' instructional decisions. Based on her observations, the author suggests five steps to increase word-learning potential within the read-

aloud: Identify robust vocabulary words for instruction, determine the appropriate level of instruction (incidental, embedded in reading, or focused instruction), provided appropriate strategies for learning the word, "have a Plan B"(p. 210) or a variety of strategies available to support vocabulary learning, and infuse the words into other classroom contexts to deepen understanding.

Along with Text Talk, there are other research-based methods for reading aloud to children. Dialogic reading (Whitehurst et al., 1988) is a structure that is often used with toddlers and preschool students; however, its principles also align with effective read-alouds for older students. Initial studies on dialogic reading focused on training parents on how to ask open-ended questions while reading aloud, and how to extend and repeat their child's comments about text. The goal was also to decrease parents' use of yes/no questions about text as well as reading without pausing for dialogue. Research on dialogic reading indicates that when the experimental group of parents used the dialogic reading intervention when reading aloud text with 21-35 month olds, the children's expressive vocabulary showed a statistically significant increase over the control group. Further, the children had more meaningful conversations with their parents, tended to speak in multi-word phrases, and had longer utterances than their control group peers. Thus, this kind of interactive read-aloud can begin to cultivate the seeds of a sophisticated conversation about books, even with very young children.

Lane & Wright (2007) also describe "print referencing" (Justice & Ezell, 2004) as a way to increase students' interest in text while reading aloud. By incorporating 3-5 verbal or nonverbal cues to print, for example, asking questions such as "can you find the title of this book?" and pointing to words and illustrations on the page, teachers and parents can help children learn print concepts, increase knowledge of alphabetic principles and concept of word.

Based on a discussion of these research-based read-aloud models, Lane & Wright (2007) suggest that there must be a balance between incorporating questions, dialogue, and instruction in the read-aloud with enjoyment of the text. With that in mind, read-alouds can be both a pleasurable experience and one that enhances literacy learning.

While reading research may provide guidelines for designing effective read-aloud models, often teachers are creating their own versions of interactive read-alouds. One study of exemplary classroom teachers described the common elements of the interactive read-alouds they enacted (Fisher, Flood, Lapp, & Frey, 2004). The authors identified seven interactive read-aloud practices common to all 25 expert teachers: (1) selecting high quality, interesting books, (2) which were previewed and practiced by the teacher. (3) The teacher provided a clear purpose for the read aloud; (4) the teacher modeled fluent oral reading as they read the text; (5) teachers read with expression and animation; (6) teachers thoughtfully asked questions periodically to focus students on elements of the text; and (7) teachers made connections to independent reading and writing. The researchers then observed 120 randomly chosen classroom teachers, not necessarily identified as exemplary, but who served as cooperating teachers for university student teachers, comparing their interactive read-alouds to the components present in exemplary models. Their results indicate that while most of the classroom teachers included many of the components, they were not as masterful at previewing and practicing the texts, which may have led to inadequate fluent oral reading. In addition, they did not attend to connections between the read-aloud text and independent reading and writing activities. Thus, the authors argue that with more attention to the seven common practices found in exemplary teaching, all teachers can implement high-quality interactive read-alouds.

Teachers' instructional decisions within the read-aloud model they enact are connected to the purposes and beliefs that the teacher holds about reading, literacy development, and the power of the read-aloud to engage students in rich discussions about text. It is important to examine how teacher educators can support preservice teachers as they develop their specialized knowledge about reading instruction generally, and the read-aloud specifically, if it is to be used as an effective method for teaching students about text.

3.0 METHODOLOGY

This is a qualitative study, relying on interviews, written artifacts and discourse data as the primary basis for analysis. Qualitative research lends itself to understanding events as they occur, and considers the influence of context in shaping these events (Miles, Huberman, & Saldaña, 2014). This type of research seeks to unearth and describe various processes and people's perceptions of events. In addition, qualitative research can answer questions about a socially constructed reality (Merriam, 2009). Hatch (2002) notes that qualitative research includes the voices of the participants within the study context. These participant voices provide a window into the context being studied, allowing the researcher to understand events holistically, by describing the event as well as the perspectives of those participating in the event. The research questions that guide this study design are best answered qualitatively, through triangulation of multiple data sources and exploration of the characteristics of three field experience classrooms.

This research consists of a multiple case study design in three field experience classrooms within two elementary school settings. A multiple case study design allows the researcher to examine patterns across at least two cases. Stake (1995) writes that case studies provide a richly described context in which to examine a person or program for the purpose of understanding a given bounded system. In this study, each cooperating teacher and preservice teacher unit, or dyad, serves as an instrumental, or typical, case by which one can understand the nature of feedback for that particular case. By focusing this study on the real-life discourse

between “expert” cooperating teachers and “novice” preservice teachers, the researcher can have close proximity to a given reality, illuminating the nuances within a particular context (Flyvbjerg, 2006.)

Case study methodology was chosen for this study in order to learn more about the discourse that occurs within three typical field experience contexts, thus providing a window into the role of cooperating teachers in preservice teachers’ development as literacy educators. Yin (2014) emphasizes the utility of case study research as a way to closely examine a contemporary phenomenon in a real-world context. Further, examining the mentoring relationship and read-aloud practices occurring within and across these three dyads serves as an opportunity to strengthen and add confidence to the findings. Studying evidence across multiple cases can also provide insight into both of these common teacher education practices more generally (Merriam, 2009; Miles, Huberman, & Saldaña, 2014).

3.1 SETTING AND PARTICIPANTS

This study took place in three classrooms within two field placement sites in a medium-sized city in the mid-Atlantic region. Three preservice and cooperating teacher dyads, a total of six participants, were involved in the study. This research study took place during the Fall 2014 semester when the preservice teachers were completing their K-4th grade student teaching experience at a large urban research institution.

Cooperating teachers in this teacher preparation program are selected through a referral process that takes place between the university Field Placement Coordinator and school district administrators. Once a placement is confirmed, the cooperating teacher is provided with a

Clinical Handbook outlining his or her roles and responsibilities. Supervisors, preservice teachers, and cooperating teachers review the guidelines in the introductory meeting that takes place in the first week of the placement. In this teacher education program, cooperating teachers are asked to complete written classroom observations at least every other week using any format that they choose. While continuous communication about planning and instruction is encouraged, there are no specifications provided for the post-lesson conference. At the end of the student teaching placement, the preservice teacher and supervisor evaluate the effectiveness of the placement for future students.

All of the participating preservice teachers were pursuing dual certification in PreK-4th grade General Education and K-8 Special Education, and in their final year of a five-year accelerated program, culminating in students earning a B.S. in Applied Developmental Psychology and an M.Ed. in Instruction and Learning. Abby, Sara, and Hannah, the preservice teacher participants, were all Caucasian women in their early twenties, who had most of their previous experience with children as babysitters, nannies, and camp counselors prior to entering this teacher education program.

Green Valley School (all names are pseudonyms) is a public K-5 elementary school, enrolling approximately 700 students, located in an affluent suburban school district on the outskirts of a medium-sized metropolitan area. Teachers at Green Valley have an average of 17 years of total educational experience, with an average of 15 years in the district. The student population is 83% Caucasian and 11% Asian, with less than 1% of students identifying as African American. Just over 13% of students are classified as economically disadvantaged (2013-2014 academic year). For this study, one case from Green Valley School was selected for participation. This dyad, Ms. Riley, the cooperating teacher and Abby, the preservice teacher,

taught in a second grade classroom. Ms. Riley has been teaching second grade at Green Valley School for 42 years and mentoring student teachers for over twenty years.

Mountain View School, the second site, is a tuition-based, K-8th grade laboratory school with a long-standing relationship to a large research institution. The school enrolls approximately 400 students and is located in the heart of a medium-size city. The student population (2015-2016 academic year) identifies as 56% Caucasian, 11% Asian, 17% Multiracial, 6% African American and 6% Hispanic American. Two cases from Mountain View School were selected for participation in this research. One dyad, Ms. Patrick and her preservice teacher, Hannah, taught in a first grade classroom. Ms. Patrick has taught for nine years, and mentored student teachers for the last six. The second dyad, Ms. Rochester and her preservice teacher Sara, worked together in a second grade classroom. Ms. Rochester has been teaching for 20 years and been mentoring preservice teachers for eleven. Both Green Valley School and Mountain View School have low teacher turnover, and may be described as "easier-to-staff" settings (Ronfeldt, 2012). Table 1 describes the characteristics of the participants in this study.

Table 1. Study participants

Study Participants

CT	School	Grade	Years Teaching	Years Mentoring	PST
Ms. Patrick	Mountain View	1	9	6	Hannah
Ms. Rochester	Mountain View	2	20	11	Sara
Ms. Riley	Green Valley	2	42	20+	Abby

The participants were a convenient sample, selected from the available field placement classrooms participating in the teacher education program in Fall 2014. Working with the university field placement coordinator, I identified preservice teachers placed in first and second

grade classrooms for student teaching. Grades one and two were chosen for consistency, with the assumption that the read-aloud practice would be prevalent and may look most similar in those two grades.

For this research study, I emailed a recruitment letter to 12 potential participants, six cooperating teacher and preservice teacher pairs; however, three cooperating teachers declined to participate, citing professional obligations such as teaching a new grade level, or time constraints, as obstacles. As a previous university field supervisor for this teacher education program, I had collaborated professionally with Ms. Patrick and Ms. Rochester at Mountain View School prior to their involvement in this research. Specifically, I have supervised student teachers in their classrooms and had a positive working relationship with them; however, I had no prior relationship with Ms. Riley at Green Valley School. Ms. Patrick and Ms. Rochester indicated an interest in learning more about their professional mentoring practices, while Ms. Riley suggested that her principal, a university alumnus, had asked her to participate. As an instructor for one of the university literacy methods courses in Spring 2014, I had teacher-student relationships with the preservice teachers recruited for this study. However I did not serve as the university supervisor for the three participating preservice teachers during Fall 2014, when the study took place, and there was no consequence if they chose to decline to be involved in the study.

My role as researcher shifted between participant and observer (Merriam, 2009). I conducted all interviews and provided video recording equipment to each dyad. I deliberately chose to leave the recording up to the participants for two reasons. The first was that it would be logistically difficult to schedule twelve video recording sessions of read-aloud lessons in three classrooms in this time frame. Secondly, I believe that my visible presence (as a university

instructor and supervisor) might influence the instructional decisions and feedback conferences. While I checked in with participants weekly by email, I only completed one visit for pre-interviews and one visit for post-interviews when the video data collection was completed.

Due to the additional time and effort required to participate in this study, including recording lessons, interviews, and providing written and verbal feedback, cooperating teachers received a $100 incentive upon completion of the study. Likewise, preservice teachers received a $50 incentive upon completion of the study as compensation for recording lessons and interview participation.

3.2 DATA COLLECTION

This research study utilized multiple data sources in an effort to triangulate the data and strengthen the findings. Initially, in April 2014, a pilot survey was administered online to K-4th grade cooperating teachers around the United States to gather data on general beliefs about mentoring and literacy instructional practices. This pilot survey was the basis for the survey used in this research study.

This research study consisted of two phases. In the first phase, I administered, by anonymous email link created using Qualtrics software, the cohort survey to all K-4th grade cooperating teachers involved in the university teacher education program in Fall 2014. These 32 cooperating teachers were from schools across the region. The data gathered in this survey was used as background information about the cohort, from which the study participants were drawn (see Appendix A.) Following the survey, the research study was described and introduced to potential participants by email. After recruiting the six teacher participants, there was a pre-study

interview for all six subjects to probe for beliefs and expectations about the field experience, mentoring practices, and literacy instruction. Then preservice teacher participants were asked to video record two read-aloud enactments as well as the two corresponding post-lesson conferences with cooperating teachers. In addition, cooperating teachers' written feedback about each read-aloud enactment was collected. Cooperating teachers were free to use any feedback method in the first two observations.

During phase two of the study, preservice teachers conducted two additional read-aloud enactments; however, I provided a Literacy Instruction Feedback Tool (LIFT) for the phase two observations (see Appendix B). This feedback form was designed as a data-gathering tool in order designed to open a window on the process and to provide cooperating teachers and preservice teachers with support in discussing the read-aloud as a specific instructional practice, emphasizing literacy and instructional content over general procedures and management skills. While a lesson observation form can be designed in a multitude of ways, it was important for this study that it be succinct, clear, and a single page for the ease of the cooperating teacher. Feedback from all conferences were analyzed and compared to investigate any changes in mentoring and instructional practices that occurred based on this additional support. Finally, there was a post-study interview with all participants to gain deeper insight into any shifts in beliefs and practices around mentoring, feedback, and literacy instruction. Figure 5 depicts the study design.

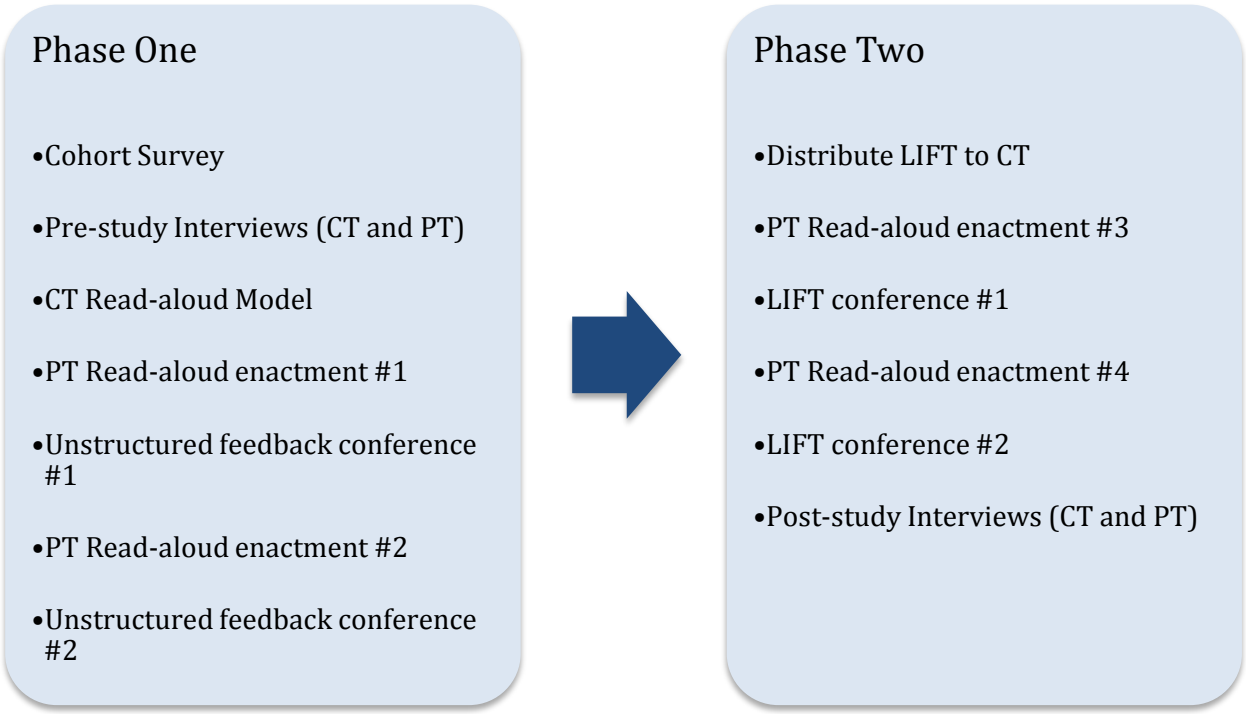

Figure 5. Research study design

The data collection for this study occurred within a 6-week timeframe. Since read-alouds take place frequently, perhaps daily, in most elementary classrooms, participants had multiple opportunities to conduct four read-aloud enactments and corresponding feedback conferences within thirty days. Interviews bookended the study and took place within the 6-week time frame. In addition, the cooperating teacher was video recorded conducting a read-aloud lesson that served as a model for the preservice teacher. This lesson occurred after the pre-study interview but prior to the preservice teachers' read-aloud lessons. The data collection timeline is shown in Table 2.

Table 2. Data collection timeline

Data Collection Timeline	
Weeks 1 and 2	Cohort Survey (CTs) Pre-study interviews CT Model Read-aloud Lesson
Weeks 3 and 4	Read-aloud enactments #1 & #2 Unstructured feedback conferences
Weeks 5 and 6	Read-aloud enactments #3 & #4 LIFT conferences Post-study interviews

3.3 DATA ANALYSIS

Data sources were primarily qualitative in nature, which required detailed analysis of important themes about feedback, mentoring and literacy instruction that emerged from the data. Descriptive coding was used to examine the content of the written artifacts and verbal feedback conferences (Merriam, 2009; Miles, Huberman, & Saldaña, 2014). Descriptive codes also detailed the nature of preservice teachers' read-aloud enactments, which formed the basis of the feedback under review. Interviews were analyzed for themes and details that describe the situated learning context for the student teacher. For each data source, turn-taking episodes were

coded and included in the analysis. NVivo qualitative analysis software was used in this research study. The codes will be described in more detail below.

This study focused on three field placement classrooms. This deliberate design decision allowed for within-case and cross-case analysis. Each classroom with its two participants forms a single case, in which one can deeply investigate the nature of the dialogue and mentoring relationship in a particular context. By looking across cases, similarities and differences are illuminated, deepening our understanding of the ways in which preservice teachers learn about literacy instruction (Miles, Huberman, & Saldaña, 2014, Yin, 2014).

3.3.1 Read-aloud enactments.

The preservice teacher participants have been exposed to multiple representations of the read-aloud prior to the beginning of the study. University teacher education courses provided these students with opportunities to learn about and apply read-aloud protocols in multiple ways. For example, in one course, early in this teacher education program, students were provided with general principles of read-alouds, along with exposure to appropriate read-aloud texts. This course also provided opportunities for students to conduct read-aloud enactments in small groups with classroom peers. Subsequently, in their first literacy methods course, students learned about and designed an interactive read-aloud lesson, but enactment with children was not required. In the second literacy methods course, students discussed a variety of read-aloud texts and designed model read-aloud lesson plans. .In subsequent courses, the pre-service teachers were required to consider and plan for the incorporation of read-alouds for varied purposes within content-specific areas such as math, science, and social studies. Thus, across various courses spanning two years of this program, students were continuously learning about the benefits of reading aloud, given

guidelines for selecting appropriate literature for read-alouds, and practiced various methods for planning read-aloud lessons with children in PreK-4th grade.

The cooperating teacher also provided multiple read-aloud representations prior to the study. Preservice teachers were in their field placement classrooms full-time for at least six weeks prior to the beginning of this research project, observing and sometimes enacting daily read-alouds. One of the cooperating teacher's model read-aloud lessons was recorded, transcribed, and analyzed (using codes adapted from Fisher, Flood, Lapp, and Frey, 2004) in order to visualize the preservice teacher's enactments in light of the cooperating teacher's model.

With these experiences in mind, including the preservice teachers' read-aloud enactments in the analysis of this study provides important information about the factors that influence instructional decision-making in the field placement. By examining the cooperating teacher model, analyzing the transcribed, video-recorded enactment for elements of a high-quality interactive read-aloud, as well as the feedback about their preservice teacher's enactments, this study aimed to look at the intersection between coursework and fieldwork and the kind of discourse that occurs around a particular literacy practice.

For this study, preservice teachers video-recorded four read-aloud enactments over the duration of the study. These enactments were transcribed and analyzed for evidence of a high quality read-aloud. Table 3 shows the seven features that characterize a high quality read-aloud (Fisher, Flood, Lapp & Frey, 2004). These codes have been adapted for use in this study; specifically, I added codes for Vocabulary and Lesson Closings. The Vocabulary code was included because preservice and cooperating teachers often discussed it explicitly within their feedback conferences. Lesson Closings were added because it was often a topic of discussion in my experience as a supervisor, and the ability to effectively close lessons is important for student

learning and also included in state teacher evaluation documents. These additions are noted in bold in Table 3. The lesson enactments serve as the contextual basis for cooperating teachers' written and verbal feedback.

Table 3. Features of a high quality read-aloud with descriptive codes

Features of a High Quality Read-aloud		
Feature	Code	Description
Text selection	TS	Is the text an appropriate read-aloud choice?
Previewed and practiced	P	Has the teacher created a lesson plan/demonstrated preparation for the read-aloud?
Clear purpose established	CP	Does the teacher communicate a purpose for reading this text to students?
Fluent reading (including animation and expression)	F	Does the teacher demonstrate fluent oral reading? Is the teacher animated and expressive when reading aloud?
Vocabulary	V	Does the teacher discuss vocabulary words within the text?
Comprehension/Text Discussion	TD	Is the reading interactive? Does the teacher strategically pause to ask questions and facilitate discussion with students?
Independent reading and writing	I	Does the teacher connect the read-aloud to independent reading and writing that may occur throughout the day?
Lesson Closing-Big idea	LC	Does the teacher close the lesson by asking students to discuss the big idea or important theme?

3.3.2 Written feedback and post-lesson conferences.

Cooperating teachers were asked to provide written feedback for all four read-aloud enactments. During phase one, cooperating teachers used any method, form, or tool to provide written feedback; during phase two, cooperating teachers were asked to utilize the Literacy Instruction Feedback Tool (LIFT) to complete the feedback. Cooperating teachers also facilitated a total of four post-lesson feedback conferences with preservice teachers, each occurring within 24 hours of the read-aloud enactments. These conferences were video-recorded and transcribed for analysis.

All written feedback artifacts and transcribed conferences, eight data sources for each preservice teacher, were subjected to two levels of analysis. First, "aspects of practice" described by Valencia et al. (2009) have been adapted for this study and provide insight into the dimensions of talk that characterized the written and verbal discourse between the two participants (Table 4). In the original study by Valencia et al. (2009), the researchers included general language arts content as one of their categories of analysis. For this current study, I used the term "literacy instruction" and disaggregated the feedback data into specific and nonspecific talk about literacy instruction. In addition, cooperating teachers often included field notes or objective descriptions of aspects of each lesson, so this code was also added. Those three additional codes are indicated in bold in Table 4.

A secondary analysis was conducted on those elements of written and verbal discourse that were coded as Literacy Instruction: Specific. When specific literacy instructional practices or lesson features were discussed, they were coded for the high-quality read-aloud features previously described in Table 3. Essentially, when cooperating teachers provided feedback that addressed the literacy content in the lesson, this secondary analysis investigated what aspects of

the read-aloud practice were emphasized in the written and verbal feedback for the preservice teacher.

Table 4. Feedback on aspects of practice with descriptive codes

Feedback on Aspects of Practice		
Feature	Codes	Description
Management	M	Discipline, student participation, homework, pacing, engagement
Planning	PL	Planning for upcoming lessons
Literacy Instruction: Specific	LIS	Discussion of **specific** literacy and/or instructional strategies
Literacy Instruction: Nonspecific	LIN	General or vague mention of literacy and/or instructional strategies
Logistics	L	Review of feedback form, planning/goals for next observation
Praise-General	PG	Management, classroom procedures, general behaviors
Praise-Instruction	PI	Instruction or content of lesson
Objective description	OD	Description of lesson activity (similar to field notes)

3.3.3 Interviews.

Semi-structured interviews with all participants were conducted and recorded prior to and following the study. Semi-structured interviews are data gathering devices, which include questions that are used flexibly and still provide specific information from participants (Merriam, 2009; Miles, Huberman, & Saldaña, 2014). Semi-structured interviews were used to collect data for this study because they "allow the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas about the topic" (p. 90, Merriam, 2009). Cooperating teachers' interviews provide background and insight into their classroom contexts. The interviews were transcribed and used as resources for understanding cooperating teachers' instructional and mentoring decisions. These interviews were not coded but reviewed holistically for ideas and themes that provided insight into the mentoring experience. Post-study interviews were examined for evidence of any shifts in beliefs and/or practice that may have occurred over the duration of the study.

I also conducted pre- and post-study interviews with preservice teacher participants. While not coded, these interviews were transcribed and reviewed for themes that highlight the perceptions and expectations of preservice teachers when they began the field experience and how those may have changed over the duration of the study. See Appendices C, D, E and F for interview protocols.

The research questions have been addressed by systematically examining the data sources for areas of convergence. Table 5 summarizes the alignment of research questions, data sources, and analytic frameworks for this study.

Table 5. Research Question Alignment

Research Questions Aligned with Data Sources and Analysis

Research Questions	Data Sources	Data Analysis
What is the nature of cooperating teachers' written feedback to preservice teachers during read-aloud lessons?	Completed feedback forms	Aspects of practice High quality read-aloud
What is the nature of the post-lesson conference between cooperating teachers and student teachers after read-aloud lessons?	Transcripts of post-lesson conferences	Aspects of practice High quality read-aloud
How does a literacy-focused feedback tool support cooperating teachers as they provide written and verbal feedback to preservice teachers?	Completed feedback forms Transcripts of feedback conferences Post-study interviews	Aspects of practice High quality read-aloud
How do preservice teachers perceive the feedback about their read-aloud enactments?	Post-study interviews	Reviewed for themes
To what extent do preservice teachers' read-aloud enactments change as a result of the feedback?	Lesson enactments	High quality read-aloud

4.0 FINDINGS

4.1 COHORT SURVEY

Using Qualtrics software licensed through the University of Pittsburgh, a general survey was designed to examine patterns in cooperating teachers' responses. This survey was based on the results of a pilot online survey conducted in April 2014. To test the pilot survey items, an anonymous link was sent through teacher educator colleagues in multiple states asking them to forward the survey to teachers in K-4th grade classrooms. Twenty-six cooperating teachers completed the pilot survey. This pilot study indicated response patterns that supported the use of the survey as part of the larger research study. For example, 27% of cooperating teacher respondents of the pilot survey stated that they provide written feedback to preservice teachers "less than once a month" (19%) or "never" (8%). Further, two respondents (8% of the pilot sample) indicated that they facilitated verbal post-lesson conferences about literacy instruction either "once a month" or "never". Both of these pilot results supported an investigation into these practices within the current study.

In September 2014, the study survey was emailed to the entire cohort of K-4 cooperating teachers (n=32) working within the university teacher education program during Fall 2014. Ten cooperating teachers completed the survey, for a response rate of 31.25%. Generally, the survey revealed patterns in how cooperating teachers described their classrooms as spaces for literacy

instruction and teacher education. Selected responses will be explained below. See Appendix A for the entire survey and responses for each item.

4.1.1 Classroom as Instructional Context

All survey participants indicated having at least ten years of teaching experience. Every cooperating teacher respondent also reported having a classroom library and more than 90% stated that they conducted a teacher read-aloud daily. Generally, teachers reported using a wide range of literacy instructional methods and materials, including basal reading programs, literature circles, small group instruction, and mini-lessons. When specifically asked about the read-aloud, teachers reported reading aloud in every content area and almost equal use of nonfiction and fiction texts as the basis for the read-aloud.

4.1.2 Classroom as Field Experience Context

Teachers reported having substantial experience as cooperating teachers, from a minimum of four years to over 11 years in this role. Cooperating teachers reported using verbal feedback more frequently than written feedback with the preservice teacher. In fact, two cooperating teachers reported never providing written feedback to the preservice teacher, while two reported providing this type of feedback daily. When asked about post-lesson conferences that focused on literacy instruction, the majority of respondents (70%) reported that they had conferences with this focus at least once a week, while 30% stated that this occurred 2-3 times a month. Cooperating teachers reported that the focus of these post-lesson conferences included student learning, management, lesson changes, and incorporating skills. When asked about the read-

aloud practice, a vast majority (90%) of cooperating teachers indicated that they "hand over" the read-aloud to the preservice teacher within the first two weeks of the field placement, often expressing that it was a tool to increase teaching confidence and build rapport with learners.

These survey results provide a general context for examining the field experiences of student teachers in this teacher education program. The cooperating teachers reported on their perceptions of their classrooms as learning spaces for both their K-4th grade students and preservice teachers. This data highlights general features of the situated learning environment of the field experience classrooms and how cooperating teachers perceive their role in this context.

4.2 RESEARCH QUESTION 1: NATURE OF CT WRITTEN FEEDBACK

For this research study, three cooperating teachers each wrote feedback about four read-aloud lessons, for a total of 12 written feedback data sources. This feedback may be understood as a catalyst for the decomposition practice (Grossman, et al, 2009.) That is, the cooperating teacher notes features or aspects of the lesson that she would like to discuss with the preservice teacher, with the goal of improving future lessons. NVivo software was used to code the data and see relationships and patterns present in the feedback. Each line of feedback was analyzed and placed into one category only. Only feedback initially coded as 'Literacy Instruction: Specific' was analyzed a second time for features of high quality read-alouds. The first two read-aloud lessons are noted as RA 1 and RA 2 in the chart, while the LIFT was used in the third and fourth lessons.

4.2.1 Mountain View School (Grade 1): Ms. Patrick and Hannah

In the analysis of written feedback to Hannah after read-aloud lessons, Ms. Patrick offered limited feedback overall, with each written feedback data source providing 3-6 ideas for the preservice teacher. Ms. Patrick's written feedback focused on literacy instruction, praise, classroom management and objective description of lesson events. For example, after the first read-aloud enactment, Ms. Patrick wrote, "Great expression and enthusiasm. I liked that you took time to show the illustrations panoramically." Through the use of "I liked…" and "Great…" both of these comments are focused on praising the preservice teacher's instruction. She also included written feedback about classroom management when observing Hannah's lessons; for example in the first read-aloud, she writes, "perhaps increase your range of movement around the classroom." This became general praise in the second read-aloud when Ms. Patrick wrote "Good movement around the room-yay!" This thread of feedback across two observations suggests that Ms. Patrick believes that movement around the room while reading aloud is important.

Ms. Patrick included literacy specific feedback for each read-aloud enactment. Specifically, Ms. Patrick included one to three points about literacy instruction for each observed lesson. While observing the first read-aloud, she provided written feedback about reading with animation (categorized under Fluency) stating, "…Maybe act out one or two main actions that occur (he was skipping along, tra la la)". Ms. Patrick wrote about text discussion/comprehension in the first and third read-alouds. In the first observation, she noted "No need for comprehension questions for this particular book, so no worries there!" In the third read-aloud and first observation using the LIFT form, Ms. Patrick wrote "Need a bit more of this (but tough to interrupt the flow". She was referring to *eliciting student thinking about the text* as described on the feedback form. In Read-aloud 2, Ms. Patrick addresses text selection. An example from

Read-aloud 2 of this type of literacy specific feedback is “Sometimes you have to gauge the mood and then select a read-aloud…” validating the student teacher’s text selection for the lesson. In the second LIFT observation, she highlighted that Hannah had previewed the text prior to reading, noting that Hannah had selected ‘pandemonium’ as a vocabulary word to emphasize. Thus, Ms. Patrick’s written feedback to Hannah had 3-6 emphases, with 1-3 of those focusing on some aspect of literacy instruction during the read-aloud. Ms. Patrick discussed classroom management and praised Hannah’s teaching. She also primarily focused on Hannah’s fluent reading of the text.

4.2.2 Mountain View School (Grade 2): Ms. Rochester and Sara

In each of her four written feedback artifacts, Ms. Rochester provided Sara with 7-10 ideas for consideration. For the first two read-aloud enactments, Ms. Rochester used a feedback form that she had created. This feedback form consisted of aspects of the lesson that went well, followed by points to think about/improve upon, with a final section asking the student teacher to reflect on those points. Ms. Rochester wrote the most about classroom management in the first read-aloud lesson. For example, she praised Sara stating “good job refocusing the students who were off task.” Ms. Rochester’s written feedback about classroom management decreased in the next three lessons. She offered praise about Sara’s teaching in the first two read-alouds, writing about the second read-aloud “ ‘Insisted’ was one of the vocabulary words from your text talk lesson. Great job drawing attention to the word in this book and demonstrating its use to the students.”

Across all four read-aloud lesson observations, Ms. Rochester provided written feedback to Sara about two to four facets of literacy instruction. She included comments about text discussion/comprehension in all four lessons. For example, in the second lesson, Ms. Rochester

wrote, “questioning during read-aloud check[ed] for understanding and clarified vocabulary…” She also included literacy-specific feedback about fluency in three of the four lessons. For example, during the third read-aloud and first observation using the LIFT, Ms. Rochester wrote, “Reading was fluent and you used appropriate animation, expression, and enthusiasm. As you continue to read aloud, you might want to try out different voices. We have discussed pacing; continue to be aware of that.” Ms. Rochester also provided one comment each about text selection, vocabulary instruction, lesson closing, and previewing the text over the duration of the study.

4.2.3 Green Valley School (Grade 2): Ms. Riley and Abby

Ms. Riley provided written feedback to her student teacher, Abby, in the form of handwritten notes based on lesson observations. Ms. Riley frequently used what I coded as Objective Description in her feedback. That is, in the first read-aloud and both LIFT observations, she used the feedback opportunity to describe her student teacher’s actions during the lesson, without evaluation. Interestingly, the feedback was written in the third person, so while Ms. Riley stated in her interview that she does provide student teachers with written feedback, for this study, she seemed to direct the feedback to me, the researcher, describing Abby’s instructional moves. For example, in the first read-aloud lesson, Ms. Riley wrote, “[Abby] introduced the play by talking about eating and the digestive system. She utilized the Mimeo to show a video about the digestive tract.” This kind of feedback describes the lesson as it occurred, and in this example Ms. Riley is describing the introduction to a read-aloud lesson.

In addition to Objective Description, Ms. Riley also made one point about classroom management in each lesson. In the third read-aloud, Ms. Riley stated “Class management good.

Transition smooth." She also praised Abby both generally, and about instruction, in three of the lessons. In Abby's first read-aloud, Ms. Riley praised her instruction, noting, "The video was a good way to introduce the play and enhance the children's understanding of the play." Use of the LIFT increased the literacy-specific feedback in the last two read-aloud sessions from one and two units of feedback for the first two read-aloud enactments to three units of literacy-specific feedback in each of the last two sessions.

The literacy-specific feedback was further analyzed to show that Ms. Riley provided written feedback about fluency, animation, and expression during three of the four lessons. Specifically, in the first read-aloud, she wrote, "Her reading was good but not as animated as usual." Ms. Riley provided additional feedback text discussion in two lessons. In the second read-aloud Ms. Riley stated, "She provided opportunities for prediction. She clarified the action in the story with pertinent questions." In the fourth read-aloud, using the LIFT, Ms. Riley wrote once about the connection to reading and writing tasks taking place later in the instructional day, commenting, "should have discussed reasons it was realistic fiction so as to relate those to future writing assignment." Ms. Riley included written feedback about vocabulary instruction in the LIFT observations only.

Overall, the three cooperating teachers provided their student teachers with a range of written feedback about general aspects of practice as they observed read-aloud lessons. They also included points about the specific literacy instructional practices that are part of a high quality read-aloud. Cooperating teachers' written feedback ranged from a low of three to a high of ten ideas for one lesson and their written feedback took two primary forms: email and handwritten notes.

4.3 RESEARCH QUESTION 2: NATURE OF CT VERBAL FEEDBACK

4.3.1 Discourse Quantity

The transcribed verbal feedback was quantitatively analyzed to examine the length of time of each conference and the number of words said by cooperating and preservice teachers during each feedback conference. While this type of analysis does not necessarily reflect the quality of the feedback, word count can highlight the dialogic nature of the conference.

4.3.1.1 Mountain View School (Grade 1): Ms. Patrick and Hannah

Ms. Patrick's feedback conferences were brief, with the average length of post-lesson discussion lasting 2:15 minutes. As shown in Figure 6, Ms. Patrick led these brief conversations. In all conferences, Ms. Patrick reviewed the points on the written feedback forms. In the first three conferences, Hannah was responsible for approximately 7-10% of the discourse. In the second LIFT conference (and fourth lesson in this study, taking place in the final two weeks of a semester of student teaching), Hannah increased her participation in the conversation to 17.4 % of the dialogue. According to Table 6, examining cooperating teacher questions during feedback conferences, there appears to be no relationship between the number of questions asked and Hannah's participation in the post-lesson discussions.

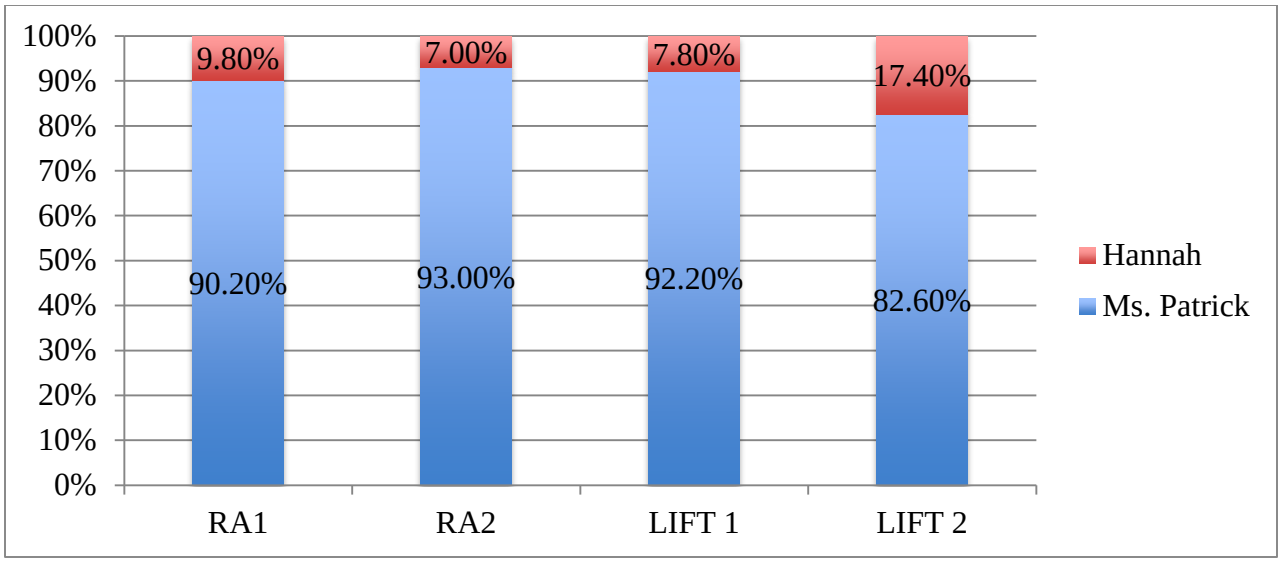

Figure 6 . Post-lesson conference discourse quantity: Ms. Patrick and Hannah

4.3.1.2 Mountain View School (Grade 2): Ms. Rochester and Sara

Ms. Rochester and Sara had the longest post-lesson conferences, ranging from a low of 8:20 minutes for the second lesson to a discussion of 11 minutes after the final read-aloud lesson. The average conference between Ms. Rochester and Sara lasted 9:37 minutes and as Figure 7 shows, Sara had a fairly active role in the conversation, participating approximately 15-30% of the time. According to Table 6, there appears to be a clear relationship between the number and types of questions asked by Ms. Rochester and Sara's participation in this dialogue about literacy instruction.

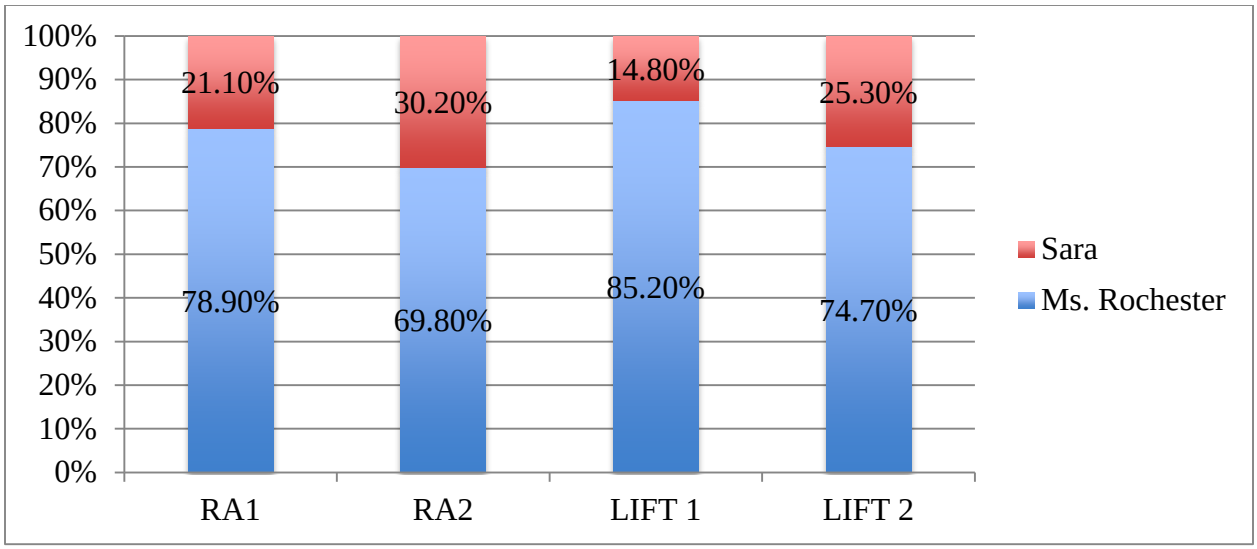

Figure 7. Post-lesson conference discourse quantity: Ms. Rochester and Sara

4.3.1.3 Green Valley School (Grade 2): Ms. Riley and Abby

Similar to Ms. Patrick, Ms. Riley conducted very brief post-lesson conferences with her student teacher, Abby. The shortest conversation, occurring after the first read-aloud lesson, lasted 1:30 minutes with the last conference also being the longest at just under 3 minutes. The average length of discussion between Ms. Riley and Abby for this study was 2:05 minutes. In Figure 8, the data show that Abby participated more in the first two conferences, with Ms. Riley leading the conversation much more in the LIFT conferences. Based on questions asked in Table 6, there is not a connection between questions asked of Abby and her participation in the instructional discourse.

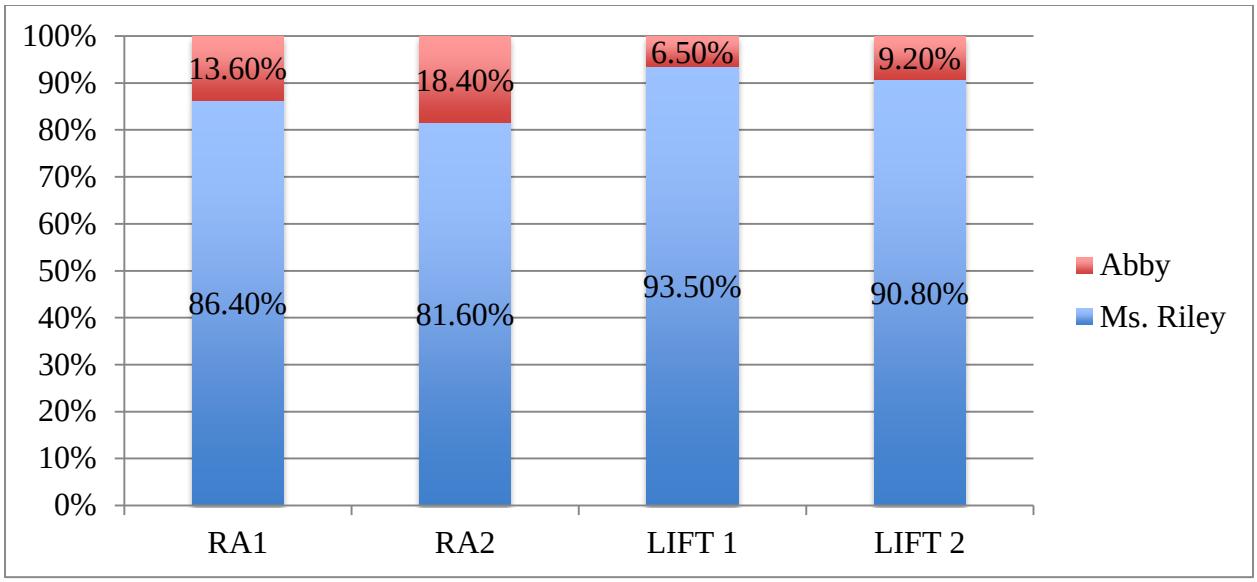

Figure 8. Post-lesson conference discourse quantity: Ms. Riley and Abby

4.3.2 Discourse Quality

Each cooperating teacher conducted four feedback conferences that were video-recorded, transcribed, and analyzed. While this study requested that conferences take place within 24 hours of the lesson, the majority of conferences occurred immediately after the lesson or later that same day. These conferences served as a dialogic space for decomposition of the read-aloud practice as well as an extension and elaboration of the written feedback provided by the cooperating teacher.

Questions can serve as an invitation into dialogue with another. In post-lesson feedback conferences, cooperating teachers may pose questions to preservice teachers and invite them into the instructional conversation. Questions can extend the discussion and indicate to the student teacher that their insights and analysis of the lesson are important. The study participants used questions in varied ways. Limited questioning, in number, and type, can influence the nature and quality of the discussion.

Figure 9 illustrates the number of questions asked during each post-lesson conference. Ms. Patrick asked Hannah four questions in the first conference, the most of all of her post-lesson conversations. Ms. Patrick typically asked one or two questions during each discussion. Ms. Rochester asked Sara the most total questions of all cooperating teachers, increasing her questioning over the duration of the study. Her preservice teacher, Sara, also had the most participation in the conversation of all preservice teacher participants. Ms. Riley asked the fewest questions of her preservice teacher, Abby. This dyad also had the shortest post-lesson conferences and Abby's participation in the discourse decreased from the first enactment to the last.

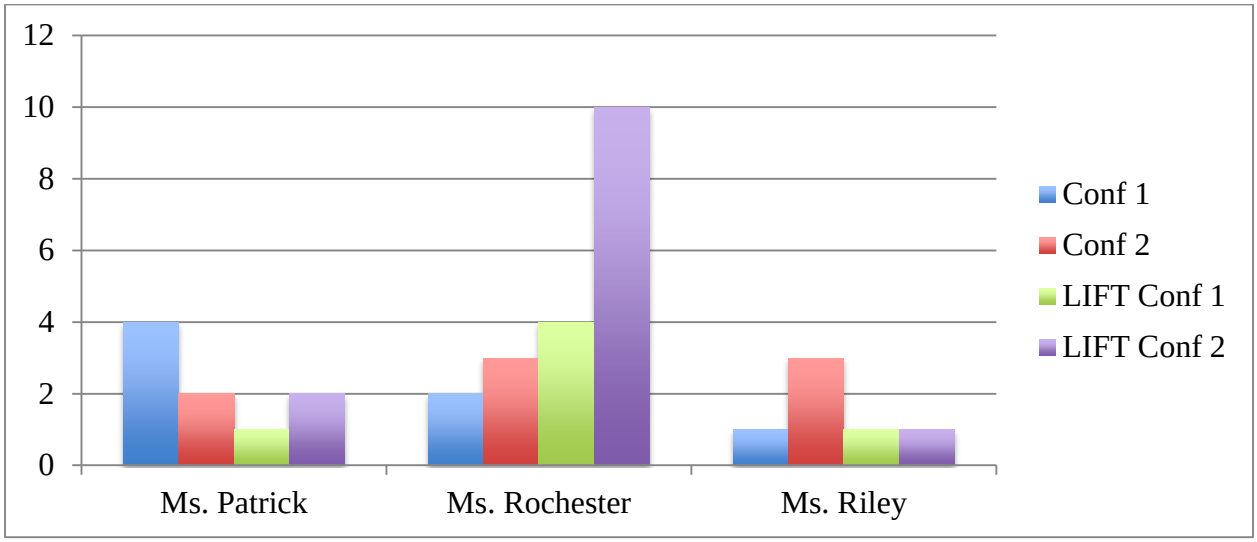

Figure 9. Number of questions to preservice teacher

The types of questions cooperating teachers asked preservice teachers in these post-lesson conferences provides insight into the ways in which the preservice teacher is invited to participate in the discussion about her own teaching. It is in these moments that the preservice teacher can explain her instructional decisions and gain valuable feedback. Table 6 shows the nature of each cooperating teacher's questions during each post-lesson discussion.

Table 6. Nature of questions during feedback conferences

Nature of CT Questions				
	Conference 1	Conference 2	LIFT Conference 1	LIFT Conference 2
Ms. Patrick	How do you think it went? What else are you thinking? The live action, right? You got any other questions?	So, what did you think? How did it go? Thoughts, reflections, ideas, concepts? Any other questions or anything?	How do you think it went?	How do you think it went? Was it 'pandemonium'?
Ms. Rochester	Any reflections that you have off the top of your head? Or anything that you – you've had a chance to do it, that you've thought about – what did you – did you think…? Anything else that you would do – have you had a chance to think about if you were to do that lesson again, would there be anything you would change?	But I did want to ask you where you – what prompted you to pick this book for your read-aloud Have you read – did you read the book ahead of time or are you reading as you're going along with them? Is that how you're feeling?	Do you think that there's anything else that you would have done differently in terms of classroom management? One thing I wanted to ask you is why did you choose this book? So I mean there's tons of books that you could have chosen but what prompted you to choose this one? When you read the book the first time did you ask students what they predicted the book might be by the title? Did you have anything that you wanted to add?	So do you have a lesson plan for this lesson? So it was just a read-aloud just to…? And change – calm the energy? Before transition? Had you had an opportunity – had you either previewed or practiced this book prior to reading? You just went with it? What prompted you to choose that book? Then you incorporated the students by giving them opportunity to choose by just looking at the back rather than them noticing the title or anything? Was there an illustrator for – was the author and the illustrator the same person? Is there anything that you'd like to add?
Ms. Riley	Anything else that you would like to add to that?	All right, the name of your book was…? The Snow Globe Family and you're using it as a…? So is there anything that you think that you need to improve?	Is there anything else that you think you could have done with the story? You think there were any other points, perhaps, that needed some clarification?	What would you like to add to that?

4.3.2.1 Ms. Patrick and Hannah

Ms. Patrick's post-lesson feedback conferences were brief, lasting an average of just over 2 minutes. The data indicate that Ms. Patrick discussed many of the aspects of practice described by Valencia et al. (2009). In the first conference, she provided more specific feedback about management, which then shifted into an increase in general praise in the final conference. In three out of four discussions, Ms. Patrick praised Hannah's instructional decisions. There was very little emphasis on logistics or planning for future lessons. Further, while Ms. Patrick included objective description data in the written feedback of the last two read aloud lessons, she did not include this retelling of the lesson events in her verbal conversation.

In every post-lesson conference, Ms. Patrick included specific feedback about literacy instruction. She discusses fluency in two conferences, text discussion in three conferences, and text selection, vocabulary, and text preview each once. A sample transcript of one feedback conference can provide a window into how these conferences unfolded. At one point in every conference, Ms. Patrick asked Hannah a version of the same question: "how do you think it went?" The following transcript of the final conference for this study is one example of the way Ms. Patrick utilized this question and how the discussion of prediction (an aspect of text discussion/comprehension), and vocabulary are included within the wider conversation about the read-aloud lesson:

Ms. Patrick: *Okay, so this is the follow-up conference for the final read-aloud. Hannah read chapter 16, 17 – the next chapter of Hook's Revenge. I can't remember which one it was. It's where they finally set sail and it's about life, getting started on the Hook's Revenge as they leave the harbor. So Hannah, talk to me. How do you think it went?*

Hannah: *I think it went pretty well. They liked it. There were the predictions, which were cool because they were either… going to run into the crocodile or run into a cliff. So…*

Ms. Patrick: *Yeah, kind of a wide range there.*

Hannah: *So it was interesting to see what they thought. Even though we didn't get to that much excitement yet they still seemed to enjoy the journey to where that leads to.*

Ms. Patrick: *Yeah, that actually is a really good observation like this was definitely like a bridge chapter. So it was neat to see that they were still pretty riveted and involved and invested in the story. The predictions from beforehand were good and I liked how you're like, "Catch me up." Then right after you asked them to catch you up then you went right into, "What do you think's going to happen?" So it was like very fluid.*

Then you asked at the end what they thought was going to happen. It was still kind of the same and I think you can't really expect their predictions to change when it's just a bridge chapter because nothing new has happened to change their predictions. But I thought it was excellent. As always great fluency and enthusiasm. You did a nice job with proximity.

It seems like some of our whisperers and mutterers have really finally gotten invested in the story now that they're hitting the high seas. I think it was excellent. You found some more vocabulary words yesterday. Was it 'pandemonium'?

Hannah: *Mm-hmm.*

Ms. Patrick: *And then there was another one. I can't think of what it was. But they were able to figure it out. I mean that child knew the definition but as soon as he said, "It's like acting everything's crazy," you're all like, "Yeah, yeah, that makes sense." So I thought that was good. So keep it up.*

This transcript example from Ms. Patrick and Hannah's first post-lesson conference demonstrates Ms. Patrick's general encouragement of Hannah's teaching, leading the discussion about the read-aloud lesson.

4.3.2.2 Ms. Rochester and Sara

Ms. Rochester had the longest feedback conferences, averaging over 9 minutes each. As indicated in Figure 15 and Table 6, she also asked Sara the most questions, frequently soliciting Sara's thoughts about the lesson and asking her to justify her instructional decisions. Ms.

Rochester also discussed literacy instruction in each feedback conference. In fact, this type of feedback figured prominently in each conversation and was the most common type of feedback Ms. Rochester provided in three out of four feedback conferences. In addition, general praise and feedback about classroom management was discussed during each conference.

Ms. Rochester frequently offered Sara feedback about literacy instruction, and specifically the read-aloud lesson. Ms. Rochester touched on a variety of read-aloud elements, with text discussion/comprehension discussed in every conference and fluency discussed in three out of four. The following transcript example (Conference #1) highlights the nature of Ms. Rochester's feedback conferences. She references Text Talk, a method of reading aloud a text, which emphasizes, "tier two", or robust vocabulary and reading comprehension (Beck & McKeown, 2001).

Ms. Rochester: *All right, Sara, you did the text talk lesson yesterday on Turkey for Thanksgiving. I'm just going to go over what I think went really well with the lesson, some suggestions that I have. And then if you can do a reflection piece and email that back to me –*

Sara: *Okay.*

Ms. Rochester: *-and then we can, you know, talk about that just informally.*

Sara: *Okay.*

Ms. Rochester: *So I think that you did a really nice job selecting questions to check for comprehension. So your questions indicated whether the children understood certain aspects of what you were reading. Your pace of reading was really good, and your tone and inflection during the read aloud was engaging. And I've noticed that that has definitely improved your first beginning of the school year, when you would do read-alouds you were a little more nervous, a little bit more just read to get through the reading. But you were really engaged. You had nice tone and inflection.*

And you were – you did also a really nice job refocusing the students who were off task. I really liked the tier two words that you chose. I thought they were appropriate and excellent for the age group. Wandered, leaped,

and insist are words that can easily be substituted for other words that are more common, commonly used. And I also liked the way that you suggested that they try using the words throughout their day. Very, very nice read aloud.

Sara: *Thank you.*

Ms. Rochester: *Some suggestions that I have – and notice that I said suggestions, because by no means am I saying that if you were to redo this lesson again that you should do it this way. These are just some things to consider, whether you would want to, and not, and if so, why you might want to do them. To start off the read aloud, what I might have done is showed the cover of the book, and then just asked the students if they can predict what the story was about, just based on the cover. Just… I'm soliciting some predictions.*

And then, ask them, based on the cover, did they think that the student – the story was going to be a non-fiction or a fiction? And I think the cover had like animals engaged in – So it'd be interesting. And then I would ask, "Why? Why do you think it's non-fiction? Why do you think it's fiction?" And then clarify the difference between those two types, just to make sure that maybe students who might not know the difference between fiction and non-fiction, you can clarify that. And I wouldn't spend much time on that. And if I did do that, I would not get caught up in taking a lot of predictions. I would say – I would maybe take one, two at the most.

Something that I might do is I might add a little bit more time for turn and talk. So sometimes you gave them more time, sometimes you gave them less time. So just maybe even using a timer to determine the amount of time you want to give them to turn and talk. And did you – that's tricky. You don't want to give too much time, because –

Sara: *Sometimes we start getting off task, because –*

Ms. Rochester: *Right.*

Sara *…but some of them are really engaged. So I just brought it back because they were all going to start chatting and get off task.*

Ms. Rochester: *Okay, so I would just like – but kind of even if you only see one or two people getting off task, refocus them. But give the ones that are engaged just a little more time. Not that much more, but just something to consider. And this is something that we have talked about in other things of your lesson – to slow down your pace when listening. Because I've noticed a couple of times students were given feedback, and you sort of finished their sentence and went on to something else.*

And I don't know if you felt like you needed to get through – if you were on a timeframe or you needed to move on, but just kind of keeping that in mind. Are you actively listening to what they're saying? And then giving feedback to the comments that are being made. And make sure that you're creating space for multiple voices. I have wrote that down at the beginning. But then, towards the end, you did actually say, "I'd like to hear from some of my friends who have not contributed during the read aloud." So you actually did do that.

The final thing, my final suggestion, is maybe making cards with the words on them so that the students can see the words and make a connection with the words. And then maybe even posting them. And then throughout the week referring back to them. Maybe even setting it up as a game. "Let's see how many times we can try to use our new vocabulary words." And then keeping a tally under each word that you've used. And then those would be all my suggestions that I would have. Any reflections that you have off the top of your head? Or anything that you – you've had a chance to do it, that you've thought about – what did you – did you think –

Sara: *I do think I should definitely try and slow down when they're answering, because I'm a fast thinker, but they're seven, so they're not as fast, and they don't process and get to their words as quickly as I do. So when I may think that they're done, there's still this whole five minute elaborate story that goes on. I have to let them get their words out. And then refocus and ask questions about it, not just cut them off.*

Ms. Rochester: *And it wasn't even a – I just noticed, and the reason why I noticed it more is because you do it with me.*

Sara: *Yeah.*

Ms. Rochester: *So we'll be having a conversation –*

Sara: *That's one of the things I'm working on, because I realize it's something that I do to everyone.*

Ms. Rochester: *And I recognize it because I used to do it. So I had to learn how to listen what someone is – And especially sometimes when I would be getting feedback. Because I've often felt the need to defend what I was doing. And I had to learn that feedback is not necessarily a criticism of me –*

Sara: *Right.*

Ms. Rochester: *-or that I'm doing something wrong, or do I need to justify that what's being said to me is right and I know that? Or that I know, even. I had to*

learn how to be more of an active listener. And that's something that I'm still working on. So it's not anything that –

Sara: *And it's one of the things I've noticed I've always done. So it's, okay, I know I've gotten better at it, but I'm really trying to focus on, "Okay, just run your thought through your head. You can say it when the person is done speaking, but you need to listen to what they're saying, because they might answer your question."*

Ms. Rochester: *Or just even if you – what worked for me is that I, when I first started doing it, is that I had to not say anything. And I just would listen. And process. Or maybe write down what I was thinking. Just, you know. But that's just something that, like I said, I'm still working on it. And I know you and I have talked about it.*

Sara: *Yes.*

Ms. Rochester: *And just, you know, it's not – but for me it was like sometimes I felt like I needed to justify or needed to explain why or I might have been taking it a little personal. I mean getting feedback and constructive criticism sometimes can be difficult. And we want to justify. But I just noticed sometimes when you're listening to the students – and I don't think they notice – it's just that you are just like, "Okay," and then you're like –*

Sara: *__ [laughter]. Next one.*

Ms. Rochester: *Yeah, it's like, okay, we can slow that down just a little bit. But anything else that you would do – have you had a chance to think about if you were to do that lesson again, would there be anything you would change?*

Sara: *I think I would focus more on the vocabulary words a little bit more and take a few more examples. And students I know maybe struggle with words and sentences. Have them try and give me an example so they have another word that they know they can use. And not just call on the few students that were in the front and constantly –*

Ms. Rochester: *Raising their hands?*

Sara: *-raising their hands. And that was also because they were in the front, and whoever _ _ the table was – or behind the table was obviously dilly-dallying around and not paying very much attention because they were just antsy. So try and call on those students who are farther back and say, "Well, Ms. Rochester, what do you think? Have you ever wandered or insisted? How about leaped? I've seen you do it in the playground. Tell me about a story when that happened."*

Ms. Rochester: *And that would be an excellent way to do it. And the words were really – like I said I loved the choice of words. And the students who did answer had a good grasp of them. And it is – and if you would decide that you want to make cards for those, it's not too late to do that. So you could do that, laminate them. When you're in your own classroom, you can have like a little vocabulary section where you just keep the vocabulary words if text talk is a common thing that you do. And then put them, post them, and then because they will use them. And then even use it in your morning message. It could be –*

Sara: *"I insist that you put your library book in the bin before you do your morning work."*

Ms. Rochester: *Yes, yes. Something like that. Or even put a – you can have a check for an informal check assessment where you can have something on the desk: "Write a sentence using the word wander." So the text talk can end, but the use of those vocabulary words should not end.*

Sara: *Okay.*

Ms. Rochester: *So, good job. And if you could just write your reflection up and then email that back to me and then I'll send you a copy of the whole thing.*

Sara: *Yes, thank you.*

Ms. Rochester: *All right.*

This above transcript demonstrates Ms. Rochester's ability to engage Sara in thinking about her lesson and her instructional decisions. At times, Sara provides insight into what she was thinking and how she might improve future lessons. Ms. Rochester provides Sara with encouragement, praise, and specific, constructive suggestions about literacy instruction.

4.3.2.3 Ms. Riley and Abby

Ms. Riley's post-lesson conferences were very brief, averaging one and a half minutes. Ms. Riley provides general praise, praise about literacy instruction, and feedback about specific literacy practices in each feedback conference. The discourse data highlight the specific read-aloud practices emphasized in Ms. Riley's conferences. She discussed fluency, text discussion, text

selection, and connections to reading and writing tasks each in two conferences, while vocabulary instruction was emphasized only in the last feedback conference. At most, Ms. Riley provided Abby with two literacy-specific ideas to consider in each conversation. The following transcript example is the entirety of the feedback conference after the first read-aloud lesson:

Ms. Riley: *…I think you did a very nice job reading it. I think you kept the children engaged. I liked the way you had them refer back to the glossary. While you were reading, you tried to have them explain certain things to try to get them involved in what you were saying. I question your pronunciation of intestine, but we've got that straightened out and the other thing that I was noting. When you're reading, please be careful as you're reading. You're trying to give expression, but your voice has a tendency to rise really, really high. So try to watch that and keep it down. It's not bad, but it's not the best way to do it.*

Abby: *Right.*

Ms. Riley: *Anything else that you would like to add to that?*

Abby: *No, I was going to note about the pronunciation of intestines and I do notice that my voice tends to go --*

Ms. Riley: *Yes, your voice has a tendency to do that, has a tendency to go high and it's not that noticeable, but over a period of time, it's bad on your voice, that's number one and number two, it's just better for the children if you have a bit lower voice, but you use a lot of expression and they seem to enjoy it. So I thought you did a very good job.*

Abby: *Okay, sounds good.*

Ms. Riley: *Sounds good to me, too.*

The transcript example shows Ms. Riley's brevity and limited discussion of the read-aloud lesson. Her focus is on Abby's word pronunciation and fluency more generally. Abby contributes minimally to this post-lesson conversation.

4.4 RESEARCH QUESTION 3: INFLUENCE OF LIFT FEEDBACK TOOL

The Literacy Instruction Feedback Tool (LIFT) (see Appendix B) was designed as a research-gathering device in order to provide cooperating teachers with a support and a formal set of cues to enhance literacy-specific feedback to their student teachers. This form was emailed to cooperating teacher participants before the 3rd read-aloud lesson for use in the final two lesson observations. Cooperating teachers utilized the LIFT in different ways and discussed the usefulness of this form in post-study interviews.

4.4.1 Ms. Patrick and Hannah

The LIFT did not influence the amount or quality of literacy-specific **written** feedback that Ms. Patrick provided to Hannah. However, during both instances of post-lesson **verbal** feedback conferences, the LIFT seemed to support an increase in praise about literacy instruction and limit discussion about classroom management. Ms. Patrick provided more feedback about text discussion/comprehension in the LIFT conferences than in the first two conferences.

In the post-study interview, Ms. Patrick seemed to value the LIFT to help her formalize her feedback. She stated:

Interviewer: *…Can you discuss your experience providing feedback to your pre-service teacher for this study?*

Ms. Patrick: *Yeah, it was a lot of Hannah, "Ms. Patrick, we've got to do that interview." [Laughs] Because I can't just be like, "That was a great job." She's very strong. She's very solid. They were interested. It was neat once I had like the PDF, the form, because that could help guide the kind of things I wanted to talk about during the post-game show, so to speak. Some of it I felt was not necessarily relevant for the purpose of why we do read-alouds in this classroom, like lesson planning and you know what's*

> *the purpose or objective, things like that per se but it was still nice to have that framework.*
>
> *So I know now that I need to give that kind of feedback. So I have a blank one pinned up by my desk like when I have someone new coming in. I'm going to have my [new student teacher] coming in January…So I think it is important to give feedback for this and more concrete, like formal, feedback.*

This interview excerpt highlights Ms. Patrick's positive experience using the LIFT to provide "concrete" feedback to a student teacher. She mentioned that focusing on lesson planning, the purpose or objective did not feel relevant to how she conducts read-alouds in her classroom, but valued having a feedback framework to provide guidance during the post-lesson discussion.

4.4.2 Ms. Rochester and Sara

In Ms. Rochester's **written** feedback, there is not a difference in the amount of literacy specific feedback provided to Sara. However, there is a decrease in the amount of feedback about management and a decrease in the written praise about instruction in the LIFT observations. Further, Ms. Rochester used the LIFT to provide objective description notes to Sara about the lesson, as those increased in the last two lesson observations.

Ms. Rochester's conversations with Sara consistently included literacy-specific feedback and the LIFT did not influence the *amount* of this type of feedback included in post-lesson conferences. However, use of the LIFT seemed to support Ms. Rochester in varying the feedback provided to Sara about her read-aloud lessons. Specifically, discussion about comprehension more then doubled in the second LIFT conference over the first three lessons. Further, Ms. Rochester mentioned lesson closings and establishing a clear purpose exclusively during the

LIFT conferences. General praise increased in the LIFT conferences and discussion of classroom management decreased when using the LIFT, compared to the first two lesson observations.

In the interview excerpt below, Ms. Rochester indicates the value of using the LIFT for her student teacher and for her own instructional practice. Further, the form seemed to help her reflect on her role as a cooperating teacher and how she can use the read-aloud as a low-risk lesson observation experience in the future.

Interviewer: *Can you discuss your experience providing feedback for this study?*

Ms. Rochester: *I found it really informative for my own practice as a cooperating teacher, to provide more… guidance…and I also discovered that can be a way to do an observation so I don't have to wait for them to actually teach a lesson. We can start with just observing and having a lesson plan for a read-aloud. I never thought about all of that so…we both found the experience to be very…helpful and enjoyable. There were some things, like Sara discovered, about questioning techniques. I think when…and it also helped me to think about when I'm reading aloud. You do something all the time… it becomes a habit but I have been thinking about some of the questions in the formal observation that you asked us to do, to apply to myself.*

4.4.3 Ms. Riley and Abby

For Ms. Riley, the LIFT seemed to support her in providing literacy specific written feedback to Abby. In the final two LIFT observations, Ms. Riley essentially doubled the amount of literacy-specific feedback she discussed with Sara, a total of six ideas, compared with a total of three ideas in the first two lesson observations. In addition, Ms. Riley wrote about vocabulary instruction and connection to reading and writing tasks only in the LIFT observations. The amount of written feedback about classroom management did not change across lessons and objective description dominated three of the four written feedback data sources.

In the verbal post-lesson conferences, Ms. Riley's praise about literacy instruction increased after using the LIFT. She discussed classroom management only after the first read-aloud lesson and the final LIFT conference included the most feedback about specific read-aloud practices. Vocabulary instruction was discussed only in the final LIFT conference, while there was no feedback about fluency after the LIFT observations.

The post-study interview with Ms. Riley indicates that she felt Abby learned how to conduct a high quality read-aloud from the models Ms. Riley provided and did not seem to feel that her participation in this study changed her practice. The following excerpt highlights this belief:

Interviewer: *Can you discuss your experience providing feedback to your pre-service teacher for this study?*

Ms. Riley: *The experience was fine. I mean she is very open to any suggestions that I make. She's a very good student teacher. She saw me read to the class quite often so this wasn't anything that was foreign to her or something we had not done before. She noticed my inflection, my facial expressions and she also noticed how I would ask questions, predictions, inference, clarified vocabulary, things like that. So she was able to easily incorporate that in most of what she has read to the class.*

4.5 RESEARCH QUESTION 4: PRESERVICE TEACHERS' PERCEPTIONS OF FEEDBACK

Using post-study interview data, it was possible to get a glimpse of preservice teachers' perceptions of their cooperating teachers' feedback. All three preservice teachers had very positive attitudes about the field experience and cooperating teacher's mentoring practices. When preservice teachers were specifically asked if they felt the lesson feedback had changed over the course of the study, all three stated that the LIFT feedback was more specific. Abby mentioned,

"I think the first two read-alouds were more generic feedback and then the last two read-alouds…was more specific and detailed." She went on to say, "I think I was more aware with the last two of reading with more expression and using facial expressions...I went in prepared for the lessons thinking back on the reflections that we had before that were more detailed." Hannah also perceived a similar change in feedback, "…because in the beginning we didn't really know what exactly to talk about. So I feel like with the paper, the sheet, and seeing that we should talk about how I used vocabulary and how I used comprehension and all that, I feel like it gave us more of an idea of what we should talk about and what kind of things I should be adding to the reading."

The third preservice teacher participant, Sara, described the change in feedback this way,

> "…in the beginning, we didn't have any questions to really go off of…I don't know if you watch the videos …but we'd get off track and we would start to talk about something else. But when you have the questions, it helps to guide the conversation a little…I do think with the questions, it changed because we focus just on the questions, and it didn't go – maybe it didn't expand as much as we might have in the beginning, but it was nice…because we had never really talked about why did I choose this book, what was the reason? Did a colleague recommend it? Did I pick it? So it helped to ask those questions and really think why I picked that book."

Each preservice teacher perceived a positive change in the feedback during the study. Sara cites the specific nature of the LIFT as somewhat constraining to the conversation; however, she also mentions that important aspects of the read-aloud, such as text selection, were explicitly discussed during the post-lesson conference with her cooperating teacher once it was cued using

the LIFT. Thus, overall, they perceived the LIFT as a tool that enhanced the feedback experience.

4.6 RESEARCH QUESTION 5: CHANGE IN PST ENACTMENTS

Each preservice teacher enacted four read-aloud lessons. These lessons were the basis for the feedback conversations analyzed in this study. Prior to preservice teachers' enacting their read-aloud lessons, a model read-aloud was conducted and recorded by the cooperating teacher. The preservice teacher observed this model, or representation, of a read-aloud. This model was analyzed for elements of a high quality read-aloud and provides a glimpse into the instructional decisions of the cooperating teacher.

The purpose of feedback from the cooperating teacher is to refine and improve literacy instruction, specifically instruction that occurs while reading aloud a text to first and second grade students. The preservice teachers' read-aloud lessons were analyzed for elements of a high quality read-aloud, based on categories adapted from Fisher, Flood, Lapp, and Frey (2004), and examined for change over the course of the study.

Table 7 provides a list of the read-aloud texts preservice teachers used in this study. This data shows patterns in the text choices of cooperating and preservice teachers. Ms. Patrick's model read-aloud lesson included two picture book texts, a biography of Henri Matisse and a story about sharing with those who have few resources. Hannah's first two read-aloud text selections were both fiction picture books and her last two read-aloud lessons focused on a fiction chapter book. All of the texts used in Ms. Patrick's classroom lent themselves to discussion about themes such as perseverance, bravery, and caring for others.

Similar to Ms. Patrick, Ms. Rochester read aloud a nonfiction picture book in her model read-aloud lesson. The focus of this text was what happens to leaves in autumn. However, her preservice teacher, Sara, used only fiction read-aloud texts, with one chapter book and two picture books. All texts selected for reading aloud in this classroom could be catalysts for discussion about the seasons and making good choices.

All five of the read-aloud lessons observed in Ms. Riley and Abby's second grade classroom focused on fiction texts. A variation of this theme occurs in Abby's first read-aloud of a play (or reader's theater) that is part of the new literacy materials the school district had purchased. This science fiction play describes characters following a pickle as it travels through the digestive system. Abby also read a picture book and two early reader chapter books that, while favorites of children for many years, provide somewhat limited opportunities for discussion due to simple story structure.

Table 7. Read-aloud texts

Setting	*Teacher*	*Type*	*Title*	*Author*	*Format*
Mountain View Grade 1	Ms. Patrick	Model	The Iridescence of Birds; Empty Fridge	MacLachlan; Dorémus	Picture
	Hannah	RA 1	A Perfectly Messed Up Story	McDonald	Picture
		RA 2	Sebastian and the Balloon	Stead	Picture
		RA 3	Hook's Revenge	Shulz	Chapter
		RA 4	Hook's Revenge	Shulz	Chapter
Mountain View Grade 2	Ms. Rochester	Model	Awesome Autumn	Goldstone	Picture
	Sara	RA 1	Matilda	Dahl	Chapter
		RA 2	Matilda	Dahl	Chapter
		RA 3	No David	Shannon	Picture
		RA 4	Monsters Eat Whiny Children	Kaplan	Picture
Green Valley Grade 2	Ms. Riley	Model	Famous Seaweed Soup	Martin	Picture
	Abby	RA 1	The Day I Followed the Pickle	Benchmark Ed.	Play
		RA 2	The Snow Globe Family	O'Connor	Picture
		RA 3	Henry and Mudge Take a Big Test	Rylant	Chapter
		RA 4	Mr. Putter and Tabby Fly the Plane	Rylant	Chapter

4.6.1 Hannah's Read-aloud Enactments

When examining all lessons for the elements of a high quality read-aloud, the video and transcript data indicates that Ms. Patrick's model read-aloud lesson was mostly consistent with Hannah's lessons. Ms. Patrick selected appropriate texts for reading aloud. She indicated that she selected the texts because of the artwork within them. Similar to Ms. Patrick's approach to read-alouds, it did appear that Hannah had previewed the texts prior to reading them aloud, although neither Ms. Patrick nor Hannah prepared lesson plans for these four lessons. Ms. Patrick did emphasize one vocabulary word (*iridescence*) with students after reading aloud. When reading both texts, Ms. Patrick did not pause her reading to ask questions, instead having brief discussions with students after reading aloud each text. Further, neither teacher closed the lesson with a big idea or connected the reading to other literacy instruction occurring throughout the day.

Analysis of Hannah's read-aloud lessons with her first grade students revealed a change over the course of the study. Video recordings of the first two lessons, reading picture book texts, indicated that she did not pause to ask questions, discuss the text, or clarify vocabulary. In the third and fourth lessons, when reading chapters from a fiction chapter book, there was rich discussion of the story elements within the text and brief clarification of vocabulary words. Using the codes adapted from Fisher, Flood, Lapp and Frey (2004) for this study, Table 8 indicates the features of a high quality read-aloud that were present in Ms. Patrick's and Hannah's read aloud lessons.

Table 8. Read-aloud enactments: Ms. Patrick and Hannah

Features of a High Quality Read-aloud	CT Model	RA1	RA 2	RA3	RA 4
Text selection (Is the text an appropriate read-aloud choice?)	Y	Y	Y	Y	Y
Previewed and practiced (Is there a lesson plan?)	N	N	N	N	N
Clear purpose established (Does the teacher communicate a purpose for reading this text to students?)	N	N	N	N	N
Fluent reading (including animation and expression) (Does the teacher demonstrate fluent oral reading? Is the PST animated and expressive when reading aloud?)	Y	Y	Y	Y	Y
Vocabulary* (Does the teacher discuss vocabulary words within the text?)	Y	N	N	Y	Y
Comprehension/Text Discussion (Is the reading interactive? Does the teacher strategically pause to ask questions and facilitate discussion with students?)	N	N	N	Y	Y
Independent reading and writing (Does the teacher connect the read-aloud to independent reading and writing that may occur throughout the day?)	N	N	N	N	N
Lesson Closing-Big idea* (Does the teacher close the lesson by asking students to discuss the big idea or important theme?)	N	N	N	N	N

*Vocabulary and Lesson Closing codes were added for the purpose of this study.

4.6.2 Sara's Read-aloud Enactments

Ms. Rochester's model read-aloud lesson was conducted with a picture book that she selected because of the illustrations that connected to the fall season. Sara read two picture books and two short chapter books to her second grade students for her four read-aloud lessons. All texts were appropriate for reading aloud, and like Ms. Rochester, Sara did read ahead and preview the texts but did not prepare lesson plans for these read-aloud lessons. Both Ms. Rochester and Sara discussed the text and paused throughout to ask questions in every lesson. However, only in the third enactment did Sara provide a purpose for reading the text and a connection to a writing task following the read-aloud. Sara discussed vocabulary words in the first two read-aloud lessons only. Ms. Rochester also emphasized vocabulary words in her read-loud lesson. There does not appear to be a pattern of change in Sara's instruction over the course of this study. Table 9 indicates the features of a high quality read-aloud that were present across Ms. Rochester and Sara's read-aloud lessons.

Table 9. Read-aloud enactments: Ms. Rochester and Sara

Features of a High Quality Read-aloud	CT Model	RA1	RA 2	RA3	RA 4
Text selection (Is the text an appropriate read-aloud choice?)	Y	Y	Y	Y	Y
Previewed and practiced (Is there a lesson plan?)	N	N	N	N	N
Clear purpose established (Does the teacher communicate a purpose for reading this text to students?)	N	N	N	Y	N
Fluent reading (including animation and expression) (Does the teacher demonstrate fluent oral reading? Is the teacher animated and expressive when reading aloud?)	Y	Y	Y	Y	Y
Vocabulary (Does the teacher discuss vocabulary words within the text?)	Y	Y	Y	N	N
Comprehension/Text Discussion (Is the reading interactive? Does the teacher strategically pause to ask questions and facilitate discussion with students?)	Y	Y	Y	Y	Y
Independent reading and writing (Does the teacher connect the read-aloud to independent reading and writing that may occur throughout the day?)	N	N	N	Y	N
Lesson Closing-Big idea (Does the teacher close the lesson by asking students to discuss the big idea or important theme?)	N	N	N	N	N

4.6.3 Abby's Read-aloud Enactments

As shown in Table 7, Abby read one play, one picture book, and two early readers with her second grade students. Her cooperating teacher, Ms. Riley, read aloud a picture book. Upon analysis of the video-recorded lesson, it was determined that Abby's first read-aloud, the play, was not an appropriate read-aloud choice, because by reading each part aloud, the text may have been confusing to students. However, Abby's final three texts were appropriate read-aloud options. Like Ms. Riley, Abby did not write lesson plans for her read-aloud lessons, but had reviewed the texts prior to reading.

Ms. Riley was explicit about the purpose for reading the text. She wanted students to think about realistic fiction and sequencing the events in the story. Abby gave students a purpose for reading only in the last read-aloud lesson. Ms. Riley connected this read-aloud to a realistic fiction writing task students were completing, while Abby provided a connection to a writing task after the second read-aloud only. Like her cooperating teacher, Abby did read all texts fairly fluently and included vocabulary and text discussion questions in all read-aloud lessons. Similar to Sara, and based on these four lessons, there does not appear to be a pattern of change in Abby's read-aloud enactments. Table 10 highlights the features of high quality read-alouds that were present in Abby's instruction.

Table 10. Read-aloud Enactments: Ms. Riley and Abby

Features of a High Quality Read-aloud	CT Model	RA1	RA 2	RA3	RA 4
Text selection (Is the text an appropriate read-aloud choice?)	Y	N	Y	Y	Y
Previewed and practiced (Is there a lesson plan?)	N	N	N	N	N
Clear purpose established (Does the teacher communicate a purpose for reading this text to students?)	Y	N	N	N	Y
Fluent reading (including animation and expression) (Does the teacher demonstrate fluent oral reading? Is the teacher animated and expressive when reading aloud?)	Y	Y	Y	Y	Y
Vocabulary (Does the teacher discuss vocabulary words within the text?)	Y	Y	Y	Y	Y
Comprehension/Text Discussion (Is the reading interactive? Does the teacher strategically pause to ask questions and facilitate discussion with students?)	Y	Y	Y	Y	Y
Independent reading and writing (Does the teacher connect the read-aloud to independent reading and writing that may occur throughout the day?)	Y	N	Y	N	N
Lesson Closing-Big idea (Does the teacher close the lesson by asking students to discuss the big idea or important theme?)	N	N	N	N	N

5.0 DISCUSSION

The purpose of this study was to investigate the nature of the dialogue about literacy instruction that occurs between cooperating teachers and preservice teachers during student teaching. This dialogue occurs within the complex structure of a teacher preparation program, which includes higher education and field placement classrooms, as well as stakeholders such as faculty, university supervisors, and cooperating teachers. Thus the multi-layered theoretical framework designed for this study provides a structure to discuss and interpret the findings. Figure 10 depicts the framework used in this research study.

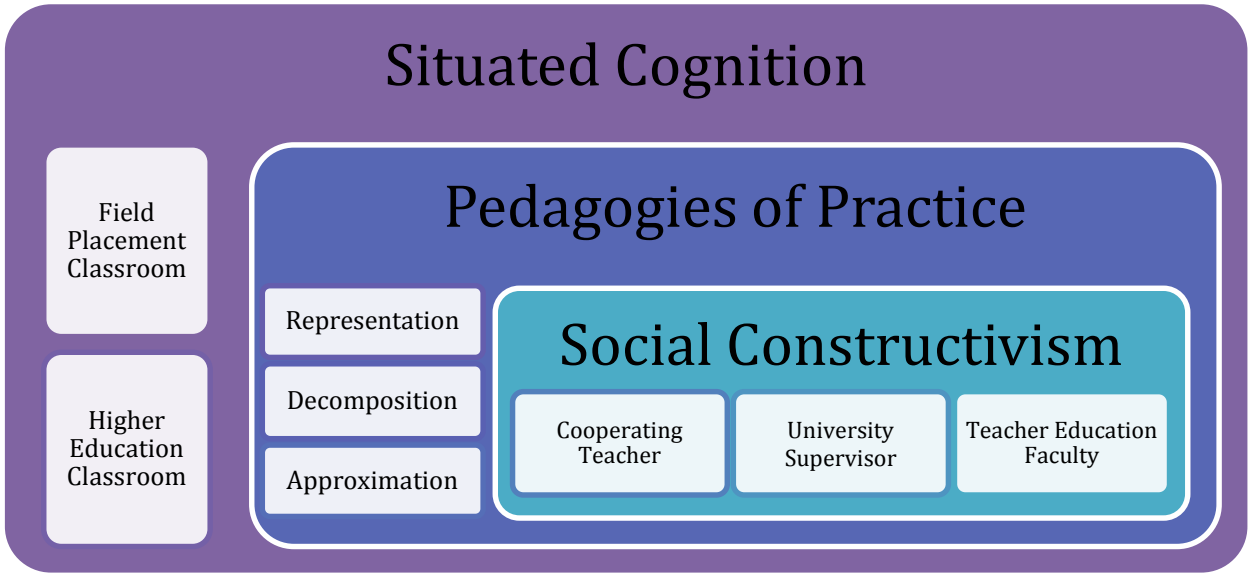

Figure 10. Conceptual Framework

5.1 SITUATED LEARNING DURING THE FIELD EXPERIENCE

This study focused on the situated learning that occurred in the field placement classroom, with an understanding that the university literacy methods courses provided a foundation from which students would further develop. Factors such as school norms and the power dynamic between cooperating teachers and preservice teachers are constantly at work in this context and student teachers must navigate these dimensions carefully in order to be successful in this final stage of their teacher preparation program. Further, the preservice teachers in this study received implicit messages about literacy instruction, and the teaching profession generally, based on what occurred in the final student teaching placement.

Lesson planning is one example of an implicit message that student teachers may be receiving. Specifically, this university teacher education program requires that student teachers create lesson plans for *all* lessons they will be teaching, and specifically were provided lesson plan templates and models for planning a read-aloud lesson. Lesson plans are important tools for novice teachers as they become intentional in their instruction, considering how state standards, learning objectives, and instructional decisions should align to support student literacy development. The preservice teachers had the experience of constructing, revising, and implementing read-aloud lesson plans at numerous points in their university coursework. However, none of the student teachers chose to prepare lesson plans for any of the read-aloud lessons for this study. They did prepare lessons for other literacy instruction lessons, and other content areas, but in the minds of both the preservice and cooperating teacher, the read-aloud was excluded from this requirement. This may be due to the perception that reading aloud to students does not require the same preparation as other methods of literacy instruction. So, while all cooperating teachers discussed the importance of previewing the text prior to reading, they

also did not ask student teachers to prepare lesson plans for this instructional practice. After participating in this study, Ms. Rochester indicated that while a read-aloud is often considered to be one element within a larger lesson plan, she would consider asking future student teachers for a lesson plan in which the read-aloud is the focus, reflecting that a novice teacher could probably use more guidance in this practice than she initially realized. She also stated that this study supports her thinking more deeply about planning for the read-aloud and the mentoring opportunities that can occur during a read-aloud.

These three classrooms were situated in schools with significant affluent student populations. Further, both field placement schools represented in this research study had high staff stability, with low teacher turnover. Ronfeldt's (2012) work highlights the many benefits of having a student teaching placement in easier-to-staff settings such as these two schools. While student achievement data is not available for tuition-based Mountain View School, it is generally perceived to be a school where most students are academically successful. Based on publicly available data, most Green Valley School students are proficient or advanced in reading on state assessments.

Placing student teachers in these classrooms may provide them with opportunities to work with teachers and students who are part of a school culture that is "more desirable for teacher practice" (Ronfeldt, 2012, p. 8). However, being that most students in these three classrooms are strong readers, student teachers may not be challenged to make the most of the read-aloud lesson. The instructional and curricular pressures may not exist as they would in a harder-to-staff environment. Specifically, two out of the three cooperating teachers in this study did not seem to have specific student learning goals for the read-aloud. Thus, their student teachers did not as well. Even in Ms. Rochester's classroom, where there was significant post-

lesson discussion of vocabulary and comprehension, her student teacher, Sara, did not seem to have explicitly stated specific student learning goals in mind as she taught. Thus, preservice teachers may receive the additional implicit message that a read-aloud is primarily for pleasure without the emphasis on a specific instructional objective or alignment to standards, and without a need for infusing the read-aloud with instructional elements that support students of all abilities.

In this study, as in many previous studies of the field placement, the practices of the cooperating teacher supersede the practices emphasized in university coursework. Thus, the findings from this study reinforce the perception that the field placement classroom is a situated learning environment that is elevated over the university classroom and cooperating teachers' influence is solidified as more consequential than that of teacher education faculty.

5.2 CONSTRUCTING PEDAGOGIES OF PRACTICE

5.2.1 Representations: The foundation of knowledge construction

The preservice teachers in this study had many opportunities to see representations of the read aloud practice, both in university courses and through models provided by cooperating teachers in the field. These representations served as guides for preservice teachers as they began to make their own instructional decisions as teachers of young children. Specifically, teacher education faculty introduced a variety of read-aloud models as well as criteria for selecting texts, including the features of a high quality read-aloud outlined by Fisher, Flood, Lapp and Frey (2004). In addition, these representations included both expository and narrative titles written from

preschool through fourth grade levels and were presented within many courses within the students' academic program.

Cooperating teachers in this study provided multiple examples of reading aloud, representing the practice throughout the student teaching semester. In fact, one representative read-aloud model was analyzed for each cooperating teacher participant in this study. Thus, student teachers had many examples to draw upon once they were asked to implement these lessons. These representations of the read-aloud serve to ground the social constructivism inherent in the teacher education process. The more knowledgeable "expert" teacher educators, both at the university and in the field placement classrooms, provide examples that they believe are worth emulating, challenging student teachers to develop their knowledge about literacy instruction through their use.

Unsurprisingly, the data indicates that the read-alouds conducted by preservice teachers were frequently very similar to their cooperating teacher, even if they omitted elements that were emphasized in teacher preparation coursework. However, it is important to consider that there may be valid reasons for preservice teachers to shift their thinking and teaching to one that aligns with, or mimics, the cooperating teacher's model. The relationship within the dyad is preserved, and potentially strengthened, when teaching practices align. There is also a consistency for the learners when instruction is consistent, regardless of who is leading the lesson. Furthermore, it may make the decomposition of the lesson, or post-lesson conference, more straightforward when the cooperating teacher is discussing read-aloud elements that she implements in her own lessons.

5.2.2 Decomposition and Social Constructivism

Decomposition occurs when the learner understands the components of a practice in order to enact and improve upon the practice as a whole. Feedback is at the heart of the decomposition process, for it is in the reflection and discussion about instruction that one's teaching practice may be further developed and refined. The primary focus of this particular study was the written and verbal feedback that cooperating teachers provided to preservice teachers about the read-aloud practice. The space in which feedback is given is the embodiment of social constructivism at work. That is, the relationship is established for the purpose of the preservice teacher learning and developing as an educator based on support from a more knowledgeable "other": the cooperating teacher. Thus, feedback practices specifically, and decomposition of practice generally, can highlight the constructivist nature of the relationship.

It is clear from the findings in this study that each cooperating teacher approached feedback differently and thus, each preservice teacher had a widely varying experience with decomposition and reflection about literacy instruction. Two out of three cooperating teachers, Ms. Patrick and Ms. Riley, provided very brief written feedback and post-lesson conferences with their student teachers (around 2 minutes each). While quantity does not necessarily indicate quality, it would seem challenging to reflect upon and discuss a lesson in such a brief time frame. The feedback collected in those two classrooms for this study bears that out and thus may be indicative of quality of feedback. Ms. Patrick and Ms. Riley also asked the fewest and most simplistic questions of their student teachers, so dialogue was limited. In addition, both cooperating teachers provided fairly limited feedback about literacy instruction.

Ms. Rochester provided an altogether different example of decomposition at work in the field experience. She had a feedback form that she designed and used with her student teachers

prior to this study and had an interest in participating in this study in order to improve her mentoring practices. She facilitated the longest feedback conferences, at least four times longer than Ms. Patrick or Ms. Riley, and provided the most feedback of the three cooperating teachers. Ms. Rochester's post-lesson conferences were also more dialogic. She asked Sara the most questions in her feedback conferences and allowed her to answer fully in response. This situated learning space provided Sara with the opportunity to co-construct her knowledge about literacy with Ms. Rochester. The conversations were the basis for reflective discussions about instructional decision-making and the read-aloud practice.

The participating preservice teachers had worked hard to get to this point; in this study, this student teaching placement occurs in the fifth year of a five-year dual certification program. Even with multiple early field placements prior to student teaching, in pre-study interviews, the preservice teachers all communicated that they were hoping for specific, constructive feedback that would improve their teaching and assist their development as a professional educator. Both Abby and Sara were hoping to develop their knowledge and experience with differentiated instruction, while Hannah was looking forward to leading whole class lessons.

Preserving the relationship with their cooperating teacher is critical to preservice teachers' short-term and long-term success in the education field. In the very short term, preservice teachers' positive experience in the field placement validates their career choice, and successful completion of student teaching marks a critical shift from "student" to "colleague". Subsequently, preservice teachers may be seeking positions in nearby school districts and cooperating teachers often have a network of colleagues in the area, with which they can discuss the teaching candidate's qualifications. In the long-term, cooperating teachers provide written references for their student teachers as they seek employment. In some regions with few teaching

vacancies, that written reference may be utilized for a few years before a permanent position is obtained. In this way, the power dynamic between cooperating and preservice teacher is especially significant once student teaching is completed.

It is important to remember that all three preservice teacher participants liked and respected their cooperating teachers and enjoyed teaching in these classrooms. And although they did notice an improvement in post-lesson feedback based on use of the LIFT, preservice teachers were generally content and grateful for any feedback they received. Thus it is critical that university and college Teacher Education Programs (TEPs) support cooperating teachers in their role as providers of feedback. The inherently imbalanced nature of the cooperating teacher-preservice teacher relationship requires careful supervision by teacher education programs because student teachers are not in a position to demand it for themselves.

Preservice teachers are frequently reminded that they are "guests" in the cooperating teacher's classroom and thus, need to respect the routines, procedures, classroom management strategies, and instructional decisions that occur. This is undoubtedly true, however, without explicit invitation from the cooperating teacher, it is easy to see why preservice teachers would be hesitant to interrogate the practices of the cooperating teacher. Thus, mimicking becomes prevalent, with the idea that if the cooperating teacher is an "expert", then her practices are worth following; this may serve to solidify the divide between teacher preparation coursework and field experiences. This study provides additional evidence for that phenomenon, in that the preservice teachers' read-aloud enactments were much more similar to the cooperating teacher's model than they were to the read-aloud models they learned about and developed in university coursework.

In a small but important way, TEPs providing feedback tools such as the LIFT, can serve as a form of *meta-decomposition* of the read-aloud practice as well. By using specific language

in the guidance provided to cooperating teachers, they may be cued to think, discuss, and possibly even teach differently than they may have before. For example, Ms. Rochester stated in her post-lesson interview that she might incorporate the questioning techniques highlighted in the LIFT to improve her own read-alouds. So it may be that by shaping the feedback that a TEP requires for its student teachers, the teaching practice of cooperating teachers could be changed as well. Thus, through decomposition of a literacy practice such as the read-aloud, development of both experienced and novice educators may more clearly align with the TEP, increasing program coherence, and possibly even student learning in the classroom.

5.2.3 Opportunities for Approximation

In the three participating classrooms used in this study, the cooperating teachers read-aloud nearly every day, providing many representations of the practice. All three cooperating teachers stated in interviews that they had frequent discussions about teaching throughout the day, frequently providing feedback about instruction to their preservice teachers. These conversations are opportunities for decomposition, discussing aspects of teaching and classroom management that improve and enhance future lessons.

The opportunities to approximate the read-aloud practice varied among each classroom. As indicated previously from survey results and interviews, the read-aloud was considered to be an accessible early entry point into teaching, so it was handed to the student teachers within a few weeks of beginning this field experience. While pre-lesson discussions around planning the read-aloud were not collected for this research study, it is presumed that cooperating and preservice teachers discussed the read-aloud, at least minimally, prior to the student teacher enacting a lesson. For example, participating cooperating teachers mentioned in interviews that

they assisted the preservice teacher in book selection for the read-aloud, which in at least two classrooms resulted in handing a previously read (and loved) text to the preservice teacher for the lesson. So, when combined with the cooperating teacher's frequent read-aloud models, it would follow that there was tacit, if not explicit, approval for preservice teachers to conduct the read-alouds in this way.

Valencia et al. (2009) describe an effective field placement classroom as one in which 'grounded experimentation' is welcome, and preservice teachers are permitted to make instructional decisions and learn from them. The findings from this study suggest that Ms. Patrick and Ms. Rochester provided more opportunities for 'grounded experimentation' than Ms. Riley. One example from this research study that highlights this type of learning environment is in the selection of an appropriate read-aloud text. Text selection is one way that cooperating teachers can provide preservice teachers with the freedom to make a 'low-risk' instructional decision. The read-aloud was clearly considered a low-risk instructional practice, in that student teachers were allowed to enact these lessons very early on in the field placement and lesson plans were not requested. When it came time for the preservice teachers to conduct their own read-aloud lessons and select read-aloud texts, in Ms. Rochester's classroom, Sara was given the freedom to choose her own read-aloud texts, while Ms. Riley and Ms. Patrick selected texts for Abby and Hannah to read-aloud. When Abby had the chance to discuss the read-aloud with Ms. Riley, text selection was not emphasized. Ms. Patrick discussed text selection in that she elaborated on why the text (that she selected) was a good choice, whereas Ms. Rochester had conversations with Sara about this important first step in conducting a read-aloud. So it is in the decomposition and dialogue about the lesson that elements of the approximation, and thus features of high-quality literacy instruction, are reflected upon and discussed.

What makes one cooperating teacher more willing to let her preservice teacher make important decisions about instruction, beginning with selecting a read-aloud text? It may be that Ms. Rochester was willing to allow more freedom to Sara because they were teaching in a private school. Testing pressures do not really exist at Mountain View School and thus she may have been open to her preservice teacher experimenting with literacy lessons. However, that does not explain Ms. Patrick's situation, and she acknowledged in her interview that text selection is an aspect of instruction that she prefers to control, while the vocabulary words selected for emphasis, for example, was left up to Hannah. In contrast, Ms. Riley teaches in a public school district with consistently high achievement test results. She may have felt more pressure to have Abby conduct lessons exactly the way she wanted in order to decrease variability.

Cooperating teachers' feedback about literacy instruction generally improved over the four lessons. That is, feedback about specific aspects of literacy instruction, such as text discussion, vocabulary, text selection, and lesson closings increased while discussion of classroom management decreased when using the LIFT. However, the preservice teachers' actual enactments, or approximations, did not show significant change over the course of this study. It is certainly possible that the preservice teachers were more experienced with classroom management by the final two lessons so that they did not need as much support in this area. It is also possible that conversations about literacy instruction, in and of themselves, may not be enough to change teaching practice. Instruction may more easily be changed through high quality, specific feedback as well as carefully designed lessons in which expectations for the lesson are clear to both the cooperating and student teacher. So, this suggests that a combination of carefully planned read-aloud lessons, with attention to instructional objectives, student

learning, as well as reading for enjoyment, along with a robust feedback tool could potentially improve teaching practice more substantially.

6.0 LIMITATIONS

The findings from this research can only describe the relationships and field placement contexts of the six participants. Moreover, the findings only relate to the read-aloud instructional context; thus, the extent to which cooperating and preservice teachers are familiar with read-aloud instruction may influence the findings as well.

Time was a limiting factor in this research study. The fall semester progresses quickly, with many holiday breaks for preservice teachers and elementary school staff and students. This made it challenging to design a longer research project. Thus, the findings from this study are based on four read-aloud lessons occurring at various points from late October through mid-December.

The school sites have particular characteristics that provide certain advantages and disadvantages when drawing conclusions about the results of this study. Mountain View School, as a private school setting, has additional staffing and more flexible schedules than what may be present in a public school setting. Both field placement sites served students from primarily middle-class and affluent families in the region and therefore do not represent a typical classroom in the United States. However, all three sites are examples of easier-to-staff schools, which are emerging as important criteria for preservice teacher learning within the field placement. All participants in this study were volunteers, and as such, may have a greater interest in the mentoring process and improvement of literacy instruction than non-volunteers. Finally, as

a comparative case study, the findings can elucidate and suggest patterns, but are not generalizable to other field placement classrooms or instructional contexts.

7.0 IMPLICATIONS

Although this comparative case study relies on data from a small sample of participants, there may be findings that have value for teacher education programs. This study aims to examine the contexts in which preservice teachers learn about literacy instruction and move toward providing preservice teachers with a coherent field experience placement. In addition, this study provides evidence supporting the careful selection of cooperating teachers and field placements for preservice teachers. Years of experience are not enough to determine the quality of a cooperating teacher. Further, selecting cooperating teachers based on the arbitrary notion of whose "turn" it is to have that responsibility does not serve the teaching profession well. Both of these selection criteria limit the ability of teacher preparation programs to form deep relationships with exemplary cooperating teachers and develop those "third spaces" (Zeichner, 2009) in which the student teacher is immersed in effective practices in both higher education and field placement classrooms within a coherently designed program.

Placing student teachers in problematic placements jeopardizes the education profession in many ways. A disconnected, or low-quality student teaching experience may discourage students from embarking on those first job interviews, leaving the education field altogether and adding to the retention issue we currently face. Also, while it is important for experienced teachers to serve in a mentoring capacity, the research suggests that the student teaching experience may have long-term consequences for both teacher turnover and student learning

(Ronfeldt, 2012), so characteristics of that cooperating teacher and placement must be considered. If universities begin to provide more support for cooperating teachers in their roles, there will be many more high-quality placements available and more cooperating teachers willing to volunteer to serve the profession in this capacity.

The findings of this research study suggest that teacher preparation programs can do much more to support preservice teachers as they learn about literacy instruction in the field. Higher education classrooms, such as the program context for this study, provide spaces in which instructional practices, such as the read-aloud, can be systematically modeled, discussed and designed. Preservice teachers can also reflect on these practices in multiple courses over time. Cooperating teachers also engage in frequent models and discussions about instructional practices, but with the additional pressures of accountability for student learning, those discussions may be too brief to thoughtfully examine the complex facets of effective literacy instruction. Stronger connections between these two settings are key to enhancing the development of preservice teachers' literacy knowledge and pedagogy.

Teacher education program materials, such as student teaching handbooks that are provided to cooperating teachers, should be expanded with clear expectations for lesson planning, instruction, and facilitating a post-lesson conference with preservice teachers. Feedback tools, similar to the one used for this study, should also be included in these program materials. These forms may support the mentoring that occurs in the field placement and might be one way to cue cooperating teachers into having more robust, reflective, dialogic conversations with preservice teachers. It is also possible that through use of feedback supports, the instructional practice of experienced, cooperating teachers will shift and align with that of the teacher preparation program, building coherence within a complex system.

This study also provides evidence that calls into question how current teacher education programs are designed. Currently, university faculty often offer pedagogical coursework that is situated within its own sphere, often having little connection to the actual practice-based contexts that pre-service teachers will encounter in their actual field placements. Meanwhile, cooperating teachers exist in their own bounded system with little interaction with teacher education faculty. This chasm between the "ivory tower" and "the trenches" reinforces the belief that preservice teachers learn about theory in coursework and practice in the field.

Teacher education programs need to consider how to bring the important work of cooperating teachers into the higher education classroom and vice versa. It is easy to criticize poor mentoring practices of cooperating teachers, and much harder to design a system that also mentors them in their roles. Teacher education programs should consider such models in which cooperating teachers are considered "teacher educators in the field" and their expertise is valued beyond being the next person in line for a student teacher.

8.0 FUTURE RESEARCH

Future research in this area should include studies examining how preservice teachers, in a variety of contexts, are supported in their enactments of read-alouds, as well as other literacy practices, such as vocabulary and comprehension instruction, small-group differentiated instruction, and writing instruction. In addition, this study highlights the voices of cooperating teachers, who are often silent partners in the teacher education process. If teacher education programs truly value cooperating teachers' participation in teacher education, then their perspectives, instructional decisions, and mentoring processes are an important area for further study. Future research examining specific, additional ways to support them in their work would be an important contribution to the field. Finally, teacher preparation programs should look within their own programs for gaps in coherence and diligently find ways in which they can support every participant in the teacher education process.

As a teacher educator and literacy scholar, my goal is to continue examining the relationship between preservice and cooperating teachers and how they are situated within university teacher preparation programs. I plan to continue to support cooperating teachers' feedback practices through the design of additional feedback tools for literacy instruction. Based on the results of this study, I would like to focus on including question prompts within feedback tools to support a more dialogic post-lesson conference. Cooperating teachers may need those additional cues, along with a content-specific focus, in order to invite preservice teachers into the

instructional conversation. Further, and more generally, I hope to highlight the difficult and important work of teacher preparation in light of current trends to minimize the duration and quality of preparation.

APPENDIX A

COOPERATING TEACHER COHORT SURVEY RESULTS

1. This research survey is brief and will only take about 5-10 minutes to complete. Your participation in this research survey is completely voluntary and your responses will be anonymous. No personally identifiable information will be associated with your responses to any reports of these data. The University of Pittsburgh Institutional Review Board has approved this survey. Your responses will be used to learn more about the role of cooperating teachers within the field experience. If you consent to participate in this survey, please click Agree. If you do not consent, you may click on Disagree and you will exit the survey.

#	Answer		Response	%
1	Agree		15	100%
2	Disagree		0	0%
	Total		15	100%

Figure 11. Consent to participate

2. How many years have you been an elementary school teacher?

#	Answer		Response	%
1	1-3 years		0	0%
2	3-5 years		0	0%
3	5-7 years		0	0%
4	7-10 years		0	0%
5	10-15 years		3	30%
6	16+ years		7	70%
	Total		10	100%

Figure 12. Years of elementary school teaching

3. How many years have you taught at this school?

#	Answer		Response	%
1	1-5 years		1	10%
2	6-10 years		4	40%
3	11+ years		5	50%
	Total		10	100%

Figure 13. Years of teaching at current school

4. What grade level do you currently teach?

#	Answer		Response	%
1	PreK		0	0%
2	K		2	20%
3	1		2	20%
4	2		3	30%
5	3		2	20%
6	4		1	10%
	Total		10	100%

Figure 14. Current grade level

5. How many years have you taught at this grade level?

#	Answer		Response	%
1	1-5 years		3	30%
2	6-10 years		2	20%
3	11+ years		5	50%
	Total		10	100%

Figure 15. Years teaching at this grade level

6. Do you have a classroom library?

#	Answer		Response	%
1	Yes		10	100%
2	No		0	0%
	Total		10	100%

Figure 16. Classroom library

7. Please indicate how often you use the following methods and materials in your literacy instruction. Check all that apply.

Table 11. Methods and materials for literacy instruction

#	Question	Daily	2-3 Times a Week	Once a Week	2-3 Times a Month	Once a Month	Less than Once a Month	Never
1	Basal or core reading program teacher's manual	3	1	1	0	0	2	3
2	Assign basal or core reading program worksheet or workbook pages	1	1	2	1	0	1	4
3	Small group/differentiated instruction	4	5	1	0	0	0	0
4	Mini-lessons	5	4	1	0	0	0	0
5	Shared reading (i.e. big books, poetry)	4	3	0	2	0	1	0
6	Teacher read-aloud	9	0	1	0	0	0	0
7	Literature circles/book clubs	2	0	1	0	1	3	3
8	Vocabulary instruction (separate from the core reading program)	4	0	1	2	0	2	1
9	One-on-one conferencing with students	2	5	0	1	1	1	0
10	Round-robin or popcorn reading	0	4	4	0	0	0	2
11	Other	3	2	0	1	0	0	4

8. When during a typical school day and for what purpose do you conduct teacher read-alouds in your classroom? Please check all that apply.

Table 12. Purpose and timing of read-alouds

#	Question	Introduce concept	Entertain or demonstrate the pleasure of reading	Gather and learn information	Reinforce what I have already taught	Build rapport or community with students	Provide calming atmosphere for students
1	During literacy instruction	10	10	8	7	7	8
2	As a transition between instructional activities (e.g. before or after recess or lunch)	2	8	3	3	8	10
3	During math instruction	10	4	4	5	2	2
4	During social studies instruction	9	6	5	5	3	2
5	During science instruction	9	4	6	7	3	2
6	Other	2	3	2	0	4	5

9. Please indicate the texts that you typically use for teacher read-alouds. Check all that apply.

#	Answer		Response	%
1	Information picture book		10	100%
2	Information chapter book (e.g. biography)		5	50%
3	Fiction picture book		9	90%
4	Fiction chapter book		8	80%
5	Social studies or science textbook		5	50%
6	Core reading program, or basal, texts		3	30%
7	Periodical such as Weekly Reader or Time for Kids		3	30%
8	Other		4	40%

Figure 17. Typical read-aloud texts

10. Approximately how many times have you served as a cooperating teacher to preservice teachers?

#	Answer		Response	%
1	1-3		0	0%
2	4-6		3	30%
3	7-10		3	30%
4	11+		4	40%
	Total		10	100%

Figure 18. Cooperating teacher experience

11. What is your primary goal as a cooperating teacher?

Table 13. Primary goal

Text Response
to act as a good model for planning, management, organizational, and instructional techniques; to provide feedback, guidance, and support to a student teacher
To give students as much opportunity as possible to interact with students, to learn the profession of teaching, to prepare student teachers for their professional careers.
To help teachers find their voice and teaching style in the classroom, learn how to build rapport with students and enjoy the process of learning to be an effective teacher
To help the student understand the many facets of teaching.
Give new teachers a love of the questions.
to show effective teaching
Assist student teachers in best practices
To guide the pre-service teacher, providing an environment where s/he can observe, try new things, and learn along side an experienced teacher.
To mentor new teachers and demonstrate how to incorporate Common Core acrosss the curriculum
I want the preservice teacher to learn from my example, both the good and bad and be able to develop his/her own style of teaching.

12. How often are you usually able to provide written feedback about literacy instruction your preservice teacher?

#	Answer		Response	%
1	Never		2	20%
2	Less than Once a Month		0	0%
3	Once a Month		2	20%
4	2-3 Times a Month		3	30%
5	Once a Week		1	10%
6	2-3 Times a Week		0	0%
7	Daily		2	20%
	Total		10	100%

Figure 19. Frequency of written feedback

13. What is your primary focus when providing written feedback about literacy instruction to your preservice teacher?

Table 14. Focus of written feedback

Text Response
To help student teachers with appropriate lesson design
My primary focus for written feedback is so that my student teacher/intern develops the skill of reflection
to help the student recognize the opportunities to teach literacy to ALL levels of readers within an activity
Students need to develop a love of reading and writing. Pick and choose (your fights and) a focus. No nitpicking!
to highlight the positive and talk about what could go better
Help them grow as an educator
How s/he is differentiating instruction to meet the various learning levels.
Demonstrating how to motivate students to write daily using Author studies

14. How often are you usually able to have a post-lesson conference about literacy instruction with your preservice teacher?

#	Answer		Response	%
1	Never		0	0%
2	Less than Once a Month		0	0%
3	Once a Month		0	0%
4	2-3 Times a Month		3	30%
5	Once a Week		1	10%
6	2-3 Times a Week		2	20%
7	Daily		4	40%
	Total		10	100%

Figure 20. Frequency of post-lesson conference

15. What is your primary focus when conducting a post-lesson conference about literacy instruction with your preservice teacher?

Table 15. Focus of post-lesson conference

Text Response
management, instructional delivery, modification, and often some focus on lesson closings
To discuss what went well, what changes, if any, could be made to make lesson go smoother or better meet needs of students
So that they have an opportunity to reflect on the lesson and decide what things went well and what changes they would make if they taught the lesson again. Also, to help prepare for the next lesson
To be sure that the student is reflective about the objectives and how the children's learning was impacted.
Did the students connect to the text?
ask what went well, talk about growth, what they think could go better
To give immediate feedback
Asking the student teacher how s/he thought the lesson went, talking about the individual goals and the outcome of them.
How to incorporate skills across the board
We discuss needs of the students.

16. When the field experience in your classroom is completed, what would you like your preservice teacher to know and be able to do in regards to literacy instruction?

Table 16. Goals for preservice teachers

Text Response
be able to reteach/modify instruction with ease and flexibility; be able to assess quickly using informal methods (ie popcorn read, word building, etc)
Use provided curriculum to instruct, find appropriate ways to meet the needs of students
How to differentiate instruction, reassure non-readers and build their confidence, manage the classroom while working with small groups
Individualize, be mindful of the opportunities for literacy instruction, be aware of different learning styles and levels
Allow students to practice reading and writing in a non-threatening atmosphere, where mistakes are embraced as opportunities for authentic learning.
how to teach 22 students with varying levels
Reach out to all learners
I would like s/he to know how to assess the students' ability levels and find ways to meet the individual needs.
Use books in all subjects to enhance learning
I would like the preservice teacher to learn to provide a balanced literacy program.

17. At what point during the field experience do you typically allow the preservice teacher to conduct read-alouds?

#	Answer		Response	%
1	Within the first two weeks		9	90%
2	Within the first month		1	10%
3	Around the mid-point of the placement		0	0%
4	It is one of the last things I ask preservice teachers to do		0	0%
	Total		10	100%

Figure 21. Transfer of read-aloud practice

18. Please explain why you ask preservice teachers to conduct read-alouds at that point.

Table 17. Rationale for transfer of read-aloud

Text Response
Great way for them to build rapport with the kids and also for them to develop management skills and questioning techniques
There is not a lot of preparation work, it is a typically a highly enjoyable time for students and teachers, it allows student teachers to interact with students as the "adult"
I believe this is a task that is not intimidating and allows the preservice teacher an opportunity to begin developing confidence in front of the class
Establishes rapport with students and builds community
I have modeled it frequently enough, and am aware enough of their voice, to offer suggestions on how to better to conduct a read-aloud.
gives them experience in front of the room without them having to teach
To gain confidence in front of the students
This is a way for the student teacher to build rapport with the students early on. Read alouds are an easy way to get the students attention at this age level.
Classroom management
This is a good way for the preservice teacher to get comfortable in front of the class.

19. Please provide the title of a favorite read-aloud text you have used in your classroom in the last 1-2 years.

Table 18. Favorite read-aloud text

Text Response
The Invention of Hugo Cabret -- 2nd graders LOVE it
The Witches, Roald Dahl
The Junie B. Jones series
the Gruffalo
Charlie and the Chocolate Factory. They've all seen the movie, or both the old and new one. The book, however, is when the magic of Roald Dahl blossoms.
Stuck
Back to school rules
For pleasure reading our students love the Pete the Cat series. For instructional purposes we use several Kevin Henkes books like Chester's Way and Lily's Purple Plastic Purse.
Patricia Polacco Thank you Mr Falker
Alexander and the Terrible, Horrible, No Good, Very Bad Day

APPENDIX B

LITERACY INSTRUCTION FEEDBACK TOOL (LIFT): READ-ALOUD

Text title: _____ Author: _____

Have you previously used this text as a read-aloud? __ Y __ N Did you recommend it for this lesson? __ Y __ N

Please note the extent to which the following features were present during this lesson, providing evidence and examples for reflection and discussion**.**

Lesson Features	Evidence/Examples/Notes
Planning/Preparation • **Completed lesson plan** • **Has previewed and practiced the text prior to reading**	
Classroom Management • **Implements smooth transitions** • **Engages a majority of students in the read-aloud discussion** • **Addresses behavior issues appropriately**	
Launch/Introduction • **Provides clear explanation of lesson purpose/objective(s)** • **Lesson purpose/objective(s) matches text selection** • **Includes brief discussion of the author and illustrator**	Purpose/Objective(s):_____
Oral Reading • **Appropriately models fluent oral reading** • **Demonstrates appropriate animation, expression, and enthusiasm for reading**	
Text Discussion • **Elicits student thinking about the text by using prompts, cues and questions about important text ideas** • **Responds and connects students' ideas to one another** • **Emphasizes vocabulary (interesting, precise, and sophisticated words)** • **Draws attention to language (figurative, idioms, expressions, rhyme, dialect)**	
Lesson Closing • **Asks students to articulate big ideas connected to the learning/objectives** • **Connects read-aloud text to independent reading and writing that will occur (or has occurred) during the day** • **Lesson met stated purpose/objective(s)**	

Any additional comments/questions for discussion?

APPENDIX C

PRE-STUDY SEMI-STRUCTURED INTERVIEW PROTOCOL: CT

1. How many years have you been an elementary classroom teacher?
2. How many years have you taught in this school? In this grade level?
3. How many times have you served as a cooperating or mentor teacher to preservice teachers?
4. How would you describe your role as a cooperating teacher?
5. How would you describe your mentoring style?
6. What is your primary goal as a cooperating teacher?
7. How often do you plan to provide written feedback to your student teacher?
8. What is the main purpose of the written feedback? (What is the focus of your feedback?)
9. How often do you plan to have post-lesson conferences with your student teacher?
10. What is the main purpose of the post-lesson conferences?
11. How would you describe your approach to literacy instruction?
12. What would you like your student teacher to know about literacy instruction after this experience?
13. Is there anything you would like to add?

APPENDIX D

POST-STUDY SEMI-STRUCTURED INTERVIEW PROTOCOL: CT

1. Has this experience influenced how you think about your role as a cooperating teacher? If so, how?
2. Prior to this study, you stated that your primary goal as a cooperating teacher was _____. Has that changed? If so, why/how?
3. Can you discuss your experience providing feedback to your preservice teacher for this study?
4. How did you support your preservice teacher when she needed assistance with her literacy instruction?
5. How would you describe the role of the read-aloud in your classroom?
6. Is there anything you would like to add?

APPENDIX E

PRE-STUDY SEMI-STRUCTURED INTERVIEW PROTOCOL: PST

1. You are in a PreK-4 teacher preparation program. What was your educational background/experience before entering the program?
2. How would you describe this field experience classroom?
3. How would you describe your role as a preservice teacher?
4. What qualities are most important to you in a cooperating teacher?
5. How often would you like to receive written feedback from your cooperating teacher? Is there a kind of feedback you are looking for?
6. How often would you like to have conferences with your cooperating teacher about your teaching? What do you hope to learn from those conversations?
7. What do you hope to learn about literacy instruction from this experience?
8. Going into this experience, what do you think your strengths are in teaching literacy?
9. Is there any aspect of literacy teaching that you are unsure or nervous about?
10. How would you like your cooperating teacher to support you when you need assistance in your literacy instruction?
11. Is there anything you would like to add?

APPENDIX F

POST-STUDY SEMI-STRUCTURED INTERVIEW PROTOCOL: PST

1. How would you describe this field experience so far?
2. How has your role as a preservice teacher evolved so far?
3. How often do you receive written feedback from your cooperating teacher? What was the main focus of the feedback?
4. How often do you have conferences with your cooperating teacher about your teaching? What is the main focus of those conversations?
5. How would you describe your cooperating teacher's mentoring style?
6. What have you learned about literacy instruction from this experience?
7. Based on this experience, what do you think your strengths are in teaching literacy?
8. During this field placement, is there anything you have struggled with in your teaching of literacy?
9. How did your cooperating teacher support you when you needed assistance in your literacy instruction?
10. Do you feel that the feedback you received changed over the course of this study? How?
11. Is there anything you would like to add?

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